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A Case Study Approach Towards the Development of a Theory of Participation in Adult Education

by

©

David Vincent Erickson

A THESIS

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Abstract

A central focus of this case study was to assist in the development of a theory of participation in adult education.

The Cross (1981) Chain of Response Model (COR), in particular, was examined for its ability to account for the participation levels of eight adult learners involved in varying degrees in parent education. The Cross model consists of six variables comprising a) self evaluation, b) attitudes about education, c) importance of goals and the expectation that participation will meet goals, d) life transition, e) opportunities and barriers, and f) information.

The eight subjects who participated in the study consisted of active participants (those who attended at least 5 out of 6 sessions of a Focus on Parenting Program (FPP), partial attenders (those who attended the first and/or second session of a FPP but who then chose not to continue), registrants (those who registered for a FPP but who failed to attend any sessions) and no-interest subjects (those who were given an opportunity to attend but who declinded).

It was found that self evaluation as measured by the level of achievement motivation was the best single variable differentiating participating from non-participating subjects, followed by goals and expectations and life transitions. The remaining three variables, attitudes about education, opportunities and barriers, and information, were of less importance in accounting for participation.

A number of suggestions were made for improving the model including more accurately specifying variable components, more study in terms of clarifying the relationships among variables and placing the model within a systems framework.

The case study method in developing theory is discussed.

Acknowledgements

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Jasper Place Parks and Recreation greatly assisted in the study by allowing me to attend parent education classes sponsored by their agency. Those parents who consented to be interviewed provided the focus for later analysis, freely giving of their time and themselves.

My greatest appreciation is to my wife, Sheila, whose support in every way provided my graduate studies with a sense of purpose beyond that of obtaining an advanced degree.

I wish to dedicate this thesis to my daughter, Jane Eleanor Jeanette, whose arrival on October 7th, 1982, provided me with an even far greater challenge than completing a doctoral dissertation.

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Chapter I

Introduction

Adult education in almost every conceivable context is experiencing an explosion in growth. Rauch (1981) has noted that the number of adults involved in continuing learning has more than doubled over the past twenty years. In addition to this, many agencies whose primary function has not been to educate have taken on this role, including employers, travel agencies, museums, professional associations, and public health institutions to name only a few.

The rapid growth in adult education has been attributed to a number of factors. Apps (1980) has referred to a changing population structure, the consumer movement, the changing status of women, a higher value placed on education, and a more supportive political structure. The information explosion has also precipitated many people seeking out additional learning experiences as a means of keeping up with a rapidly changing world.

It is also difficult not to be confronted by a variety of modes of advertising, from television to bill boards, encouraging would-be participants to learn everything from ball room dancing to how to be a better parent.

In spite of adult education's rapid growth and anticipated continuing development, several investigators have expressed concern that theory development has received little attention (Boshier, 1971; Mezirow, 1971; Ordos, 1980; Matkin, 1980; Cross, 1981). Boshier (1971) has gone so far as to declare adult education a conceptual desert while similar comments have been echoed by Mezirow (1971).

Dickinson and Rusnell (1971) performed a content analysis of 517 articles appearing in Adult Education between 1950 and 1970 which showed that over half (54%) described educational programs or experience, 23% reported on empirical research, and 3% discussed theoretical formulations. Although more recent issues have shown a greater research emphasis, the number of articles dealing with theory continues to be rare (Matkin, 1980; Cross, 1981).

Difficulties Associated with Theory Development

Theory building appears to have proven difficult for a number of reasons. Cross (1981) refers to the marketplace orientation of most adult educators. She describes many programs as being presented to volunteer learners in a "take it or leave it" manner. This "market place mentality", as she describes it, has tended to preclude the search for the explanation of complex phenomena. In fact, tips from a seasoned adult educator may often be perceived as more useful than theory from a research investigator.

Adult education has also produced few scholars. Cross (1981) notes that most of those involved in the field of adult education have been program planners and administrators whose first obligation has been to serve the immediate needs of their students. In a time of severe economic restraint funding to support those involved primarily in research and theory development appears to be lessening.

A third factor delaying theory development has been the multidisciplinary, applied nature of the field. With many diverse disciplines of study involved in adult education it has been difficult to determine where a theory of adult learning should come from. Some investigators have opted for a kind of "eclectic pragmatism" in advising that one should examine what works regardless of its theoretical derivation (Broschart, 1977).

Importance of Theory in Adult Education

O'Toole (1981) has stressed the importance of theory development in any applied scientific discipline. She has commented that current "truths", if unvalidated and untested by systematic inquiry, become a type of folk wisdom. The danger lies in these truths being passed on and refined from one generation to another, not by objective examination but by the idiosyncrasies, charismatic qualities, and personal styles of individual practitioners. O'Toole has gone on to note that the ultimate good or usefulness of a practice field must be validated through the rigors of scientific investigation. She further suggests that for theory to make a difference it must be grounded in research and be intimately related to the realities of practice.

Apps (1979) has also noted along with several others (Long, 1980; Boyd, 1980; Darkenwald, 1980) that if adult education is to advance itself both from a practice and research perspective, time must be taken to develop suitable theoretical rationales in order that one can truly identify and wrestle with the problems of the field.

Stevens (1979) sees the relationship between theory and practice as a reciprocal one, or one that interacts.

> Theory arises out of practice, and once validated, returns to direct or explain that practice. Further, practice under the guidance of a given theory leads to theory refinement. Thus, theory and practice interact, each improving the other as improved theory betters practice and better practice leads to new or refined theory.

Dickoff, James, and Wiedenbach (1968) define theory as a conceptual framework invented for some purpose. As such it may be as simple as a set of statements that delineate the principles behind some activity or be more complicated involving a set of related propositions which have been empirically tested, or be at least potentially testable.

Shrag (1967) notes that theory has three major objectives: (1) to provide a conceptual framework to facilitate the observation and categorization of events, (2) to provide explanation for events, and (3) to establish a foundation of knowledge which allows for the control or prediction of events. Shrag describes the early stages of theory development as having a focus on the accuracy of description while in later stages of theory development there is a shift toward explanation and control.

In order to advance itself, adult education requires a renewed emphasis on theory building in order that it may move from the purely descriptive to the predictive. Theory building will facilitate adult education becoming more prescriptive in nature (Even, 1978).

The Search for Theories of Adult Education

Because of adult education's wide scope and interdisciplinary nature, a search for an all embracing theory is difficult if not impossible to attain. Its wide knowledge base including, as an example, organizational dynamics, philosophy, psychology, sociology and political science, does not lend itself well to an all encompassing theoretical framework. However, some aspects of this field do lend themselves to theory building, such as in the areas of learning, group dynamics, adult development and motivation.

In the area of motivation, for example, Cross (1981) has developed the beginnings of a theoretical model accounting for participation in adult learning. It is to this particular formulation that the present study was directed. As a recent theoretical statement it appears to have potential in providing clues to aid in the understanding of the adult learner.

The Cross Chain of Response Model (COR) is an attempt to conceptualize participation in a learning activity as not being a single act but "the result of a chain of responses each based on an evaluation of the position of the individual in his or her environment" (Cross, 1981, p. 125). Based heavily on current social motivation theory this model is an attempt to conceptualize change as occuring in a "stream of action" as opposed to being a series of discrete events each impelled by certain specific stimuli. This is also consistent with the relatively recent writings of de Charms and Muir (1978).

In formulating the COR model Cross has drawn from the work of Miller (1967) on force-field analysis, Boshier's (1973) congruence theory of participation, Rubenson's (1977) expectancy valence paradigm, Tough's work (1979) on anticipated benefits and Aslanian and Brickell's (1980) work on life transition. Six variables comprise the COR model: self evaluation, attitudes towards education, goals and expectations, life transition, opportunities and barriers, and information, reflecting the works of Lewin (1974), Maslow (1954), and Rogers (1964), as well as the above investigators.

In the construction of this model, Cross has clearly made an attempt to address both internal and external psychological barriers which up untill this point have only been loosely connected. The model also appears to be at a very basic stage in its development, existing primarily as a descriptive device, lacking the degree of specificity necessary for predictions to be made from it. Due to the relatively recent nature of this integrative theory it remains, to the investigator's knowledge, basically unexamined. It is also a general theory of participation in adult education and as such has not been studied as to the degree to which it accounts for participation in a variety of specific contexts. In order to appraise the significance of this theoretical model further study is indicated.

Purpose of the Present Study

It is the intention of the present study to closely examine the Cross Chain of Response model within the context of a specific group of adult learners. It is anticipated that by testing the model's ability to account for actual data, its basic form might be evaluated, maintained, altered or revised. This would then serve the purpose of stimulating more clearly focused research on participation.

The specific group of learners chosen for the study are those involved in parent education. A number of investigators (Pickarts and Fargo (1971); Gordon (1977a, 1977b); Wellings and Hubbard (1978); Hicks and Williams (1981); Jorns (1982)) have all addressed the need to develop more adequate conceptualizations of participation in this area. From examining the COR model and its appropriateness in accounting for participation in this field not only could more clearly focused research be encouraged, but program planning might also be facilitated. In the area of parent training, for example, Boggs (1981) has noted that such programs appeal most strongly to middle class values. Developing a model of participation that relates to parent education might assist researchers and investigators alike in designing programs with specific target groups in mind.

Staff selection variables might also be more adequately addressed. For example, whether a professional counsellor, trained volunteer or interested parent runs a parent education group might be determined by the motivational characteristics of potential participants.

The form that advertising takes might be determined as well by the nature of the group that one is intending to attract, whether that advertising be through newspaper, radio, television or word of mouth. In addition to the choice of advertising medium, the content of the advertising message might also vary depending on the nature of the target group.

It would appear that until an adequate conceptual understanding of participation is developed in adult education as well as parent education, more of a hit and miss approach is fostered in both research and practice. This results in inefficiency and under utilization of current resources.

In order that the Cross COR model be examined in the light of parent education, a case study format was selected. Case studies have been suggested by many investigators as being an appropriate means of developing and more clearly articulating theory (Houle, 1963; Glaser and Strauss, 1967; Darkenwald, 1980; Dickenson and Blunt, 1980). Matkin (1980) has asserted that after a decade of applying factor analysis to the area of motivation for learning no clear theory has yet emerged. He calls for additional case studies as a means of developing theory and avoiding the tendency of many studies to minimize the interpretive dimension of research investigation.

Chapter II

Literature Review

Several investigators have made a contribution to the understanding of participation in adult education. As a background to the present study several of the more influential theories will be discussed. This will be followed by a description of studies in the field of parent education where a number of investigators have made attempts to formulate reasons for participation in this specific learning context.

Investigations From Within Adult Education

A. Miller's Force Field Analysis

Henry Miller is one of the few adult educators to directly tackle the problem of explaining why socioeconomic status (SES) and participation are inevitably related (Cross, 1981). His social class theory builds upon the needs hierarchy of Maslow (1954) and the force field analysis of Lewin (1947) to explain not only why people participate but why there are large differences between the social classes in what they hope to gain from participation.

Miller uses Maslow's needs hierarchy to explain that people cannot be concerned about higher human needs such as recognition (status), achievement, and self-realization until their lower fundamental needs are met, such as those associated with survival, safety, and belonging. Within the context of adult education this implies that the members of the lower social classes will be interested in education that meets survival needs such as job training and basic adult education while the upper social classes, having fulfilled their basic survival needs, will seek education that leads to achievement and self-realization. A number of studies have investigated this relationship and basically support the use of Maslow's conceptual framework in this regard. For example, it has been noted that those with a high school education or less are primarily interested in job related education, while programs aimed at self understanding, personal development, and recreation appeal primarily to well educated people and to others not concerned with basic survival needs (Carp, Peterson, and Rolfs, 1974; Cross, 1979; Johnstone and Rivera, 1965).

Miller also uses Maslow's needs hierarchy in helping explain the relationship between educational interests and age and position in the life cycle. While early stages of adulthood are concerned with the satisfaction of needs low in the hierarchy, such as those related to getting a job and starting a family, people in later stages, having satisfied these needs devote more energy to achieving status, enhancing achievement and working toward self-realization.

Lewin's influence on Miller's work is apparent when he uses the concept of positive and negative forces to further explain motivation for participation. Positive forces, such as survival needs, changing technology and job opportunities, are those factors which promote participation in some type of learning experience. Negative forces, such as hostility towards education, lack of opportunity and a weak family structure, inhibit or impede the individual from joining in a learning experience. It is the resultant motivational force which actually impels the individual towards participation or inactivity.

From his model, Miller predicts that attracting a potential learner from the lower social classes will be much different than attracting a learner from the middle class. He suggests that where a marketing strategy such as an advertising blitz, is likely to encourage the middle class learner to participate due to his already strong belief in the values of education and his support system, this approach will do little to attract lower class learners.

Miller's work incorporates basic sociological research in identifying positive and negative forces in the environment as well as research findings on participation. For example, the dropout rate of lower class males from job training programs is very high, suggesting that even when they are aware of learning opportunities and go so far as to register, negative forces in their culture prevent continuation (Cross, 1981). A further implication of Miller's work is that increased opportunities in vocational education that adhere to middle class values will continue to attract only the middle class, with lower class members remaining basically unaffected. Miller predicts that this will only increase the growing gap between the social classes in adult education.

B. The Expectancy-Valence Paradigm of Kjell Rubenson

Rubenson (1977) has attempted to provide an understanding of the competing forces at work in motivating adults to participate in organized education. Basing some of his thinking on Vroom (1964) Rubenson describes education as being an achievement oriented activity. People, who want to "get ahead" will put effort into personal achievement in school or on the job.

Rubenson also builds his model on a number of different psychological theories of motivation drawing heavily from the works of Lewin, Tolman, McClelland, and Atkinson, who are all fundamentally interactionists. Human behavior is explained as being a result of the interaction of the individual (with his acquired experience) and the environment (as he perceives and experiences it). The resulting strength of an individual's motivation is determined by combining positive and negative forces existing in the individual and his environment.

The expectancy part of Rubenson's theory consists of two components: the expectation of personal success within an educational activity, and the expectation that being successful will have positive consequences for the learner. These two forces are multiplicative. If either one assumes a value of zero, for example, if an individual does not see himself as being capable of achieving the skills or knowledge contained in a course or if he sees the acquired skills or knowledge as not being beneficial for him, one will cancel out the other, that is, the resultant motivational force will be zero. Expectancy, alone, will not lead to course enrollment unless there is a positive valence associated with the anticipated outcomes.

Rubenson places considerable emphasis on the role of reference groups in shaping attitudes towards participation. For example, the more that a work group holds positive attitudes towards participation in learning the more likely it is that an individual in that group will avail himself of educational opportunities.

Rubenson's paradigm shifts the emphasis from demographic variables, such as age, sex, and race, to more individually based measures. Although he does make use of social class as an explanatory variable through the use of reference groups, his major focus is on how an individual learner perceives his environment and what he expects to gain from his participation in adult education.

A remaining significant point about Rubenson's expectancy-valence paradigm is that he places much less emphasis on the role of external barriers to educational participation than do most other investigators. Motivation, according to Rubenson, is based not so much on the "real" situation as on the "perceived" situation. An identical "barrier" to one potential learner may not indeed be a problem for another.

C. The Congruence Model of Roger Boshier

Boshier (1973) shares with Rubenson and Miller a belief that motivation for learning is a function of the interaction between internal psychological factors and external environmental variables, or at least the individual's perception and interpretation of environmental factors. Boshier's work is based upon studies both in New Zealand and North America.

Boshier's primary conclusion from his research is that "both adult education participation and dropout can be understood to occur as a function of the magnitude of the discrepancy between the participant's self concept and key aspects (largely people) of the educational environment. Nonparticipants manifest self/institution incongruence and do not enroll" (1973, p. 260). Boshier suggests that a number of incongruencies (such as between self and ideal self, self and other students, self and teacher, self and institutional environment) are additive, that is, the greater the sum, the greater the likelihood of nonparticipation or dropout. Although he has not tested his model with nonparticipants, he has shown that students with high incongruence scores are significantly more likely to drop out than other people are. He asserts the view that dropping out is simply an extension of non-participation and that low participation rates of adults in the lower socioeconomic classes is due to a lack of congruence between their lives and the largely middle class educational environment.

From Boshier's work comes the notion that proper matching of adults to educational environments is important. In addition, he suggests that people who show a high degree of dissatisfaction with themselves are likely to project this dissatisfaction onto their environment and dropout. Both Boshier and Rubenson suggest that the self-esteem of the learner is an important factor in educational participation. From Rubenson's perspective those who evaluate themselves negatively are less likely to expect success and from Boshier's viewpoint will be less likely to experience congruence with the educational environment.

D. The Theory of Anticipated Benefits: Allen Tough

Although Tough's (1979) theory is not well developed at this point his work appears to be moving more in the direction of being able to explain and provide a conceptual organization of his data largely in the area of self-directed learning. Tough's basic assumption is that learners are able to understand and articulate their own learning needs. His model is further built on the belief that anticipated benefits to be derived from learning are "present in the person's conscious mind" and constitute a "significant portion of the person's total motivation for learning". In fact, Tough and his colleagues (Tough, Abbey, and Orton, 1979) claim that the learner's conscious anticipation of reward is more important than subconscious forces or environmental forces. Their initial data does support the feasibility of constructing a theory of motivation based directly on anticipated benefits, and in this manner may provide additional understanding of participation in learning activities.

The Tough model consists of five stages at which benefits might be anticipated. These include (1) engaging in a learning activity to (2) retaining the knowledge or skill to (3) applying the knowledge to (4) gaining a material reward such as in a promotion or (5) gaining a symbolic reward as in acquiring credits or degrees. At each of the five stages anticipated benefits might be classified into three clusters of personal feelings: pleasure (happiness, satisfaction, enjoyment, feeling good), self-esteem (regarding self more highly, feeling more confident, maintaining self-images), and a category labeled "others" (others regard individual more highly, praise him, like him, feel grateful).

While Cross (1981) has drawn attention to the need for a greater defense of the Tough categories, the model does provide a rather unique emphasis in focusing on the conscious forces involved in motivation for learning.

E. The Work of Aslanian and Brickell on Life Transitions

Although the effort of Aslanian and Brickell (1980) falls between descriptive research and theoretical explanation, their work appears to have achieved some support if one considers the work of Tough (1968). Aslanian and Brickell developed the hypothesis that transitions such as job changes, marriage, the arrival of children, and retirement require adults to seek new learning. In their subsequent study they found that 83 percent of 744 adult learners interviewed by telephone named some transition in their lives as the motivating factor for further learning. More than half of these changes (56 percent)involved jobs or careers while a second group (13 percent) attributed changes in family life, such as getting married, having children, buying a house, and moving, as requiring them to learn new things. 5 percent mentioned a change of health while the remaining portion were spread out over changes in religion, citizenship, art and leisure.

A discrepancy between the work of Aslanian and Brickell (1980) and

Tough (1968) was that while Aslanian et al found that 83 percent of their sample of adult learners involved in a major transition, Tough found that only one third in his study were involved in similar changes. The difference in results could be partly attributed to the notion that self directed learning is a different proposition from other-directed learning. It was noted by Aslanian et al that individuals not experiencing major transitions were more likely to learn on their own while those in the midst of important life changes were more likely to seek out a formal setting.

F. Cyril Houle's Learning Typologies

Although Houle's (1963) concern was with active learners as opposed to those not involved in an active learning experience, his work still remains as one of the most influential motivational studies, from a theoretical as well as methodological perspective. In his study, which was limited to twenty-two case studies of men and women who were exceptionally active adult learners, motivation was not the primary variable under study. Houle was interested more in *why* they were so active.

From his study three subgroups emerged. The first were goal-oriented learners who used learning to gain specific objectives such as learning to build a set of cabinets, speak before an audience or learn a specific business practice. Goal oriented learners, it was observed, did not restrict their learning activities to any one institution or method, but chose whatever method would best achieve their purpose, whether that be joining a group, reading a book, or taking a trip.

A second subgroup, which he described as activity oriented learners, participated primarily for the sake of the activity rather than to develop a skill or learn a specific subject. These individuals took a course or joined a group to escape loneliness or boredom, to find a husband or a wife, or to uphold a family tradition. Most of the activity oriented learners did almost no reading.

A sharp contrast to the activity oriented learners were the learning oriented, those who chose learning for its own sake. Houle described these individuals as possessing a fundamental desire to acquire knowledge for its own sake. Most were avid readers; they chose jobs and joined groups for the learning potential which they offered.

Although Houle's typology may not be a completely accurate or all-inclusive framework for thinking about adult learning, it does provide a conceptual way of looking at multiple motives for adult learning. Also, as a case study it has been highly productive in stimulating further research (Boshier, 1976).

G. The Cross Chain of Response Model

In formulating her Chain of Response Model Cross (1981) has relied most heavily on the works of Miller (1967), Rubenson (1978), and Boshier (1973). In her preliminary analysis of these theorists she notes a number of common assumptions and findings. All three are interactionists, viewing participation as an interaction between an individual and his or her environment. Second, all draw from the work of Kurt Lewin and force-field analysis, in that participation is seen as the result of the individual's perception of positive and negative forces in any given situation.

Cross refers to all three theorists as "cognitivists" in that they believe the individual has some degree of control over his destiny. There is an implicit rejection of the Freudian notion that human beings are the captives of subconscious forces or the Skinnerian view that people are more or less pawns in a stimulus-response chain.

Cross refers to Rubenson and Boshier's hypothesis that certain personality types will be more difficult to attract to education because of their low level of self esteem. Miller's theory containing an analysis of social class and participation also places importance on the lack of achievement motivation as being a deterrent to lower levels of involvement of the lower socioeconomic classes.

All three theorists make use of reference group theory. Miller and Rubenson, in particular, recommend that under-educated adults be recruited through membership groups rather than marketing strategies which appeal more to the middle class.

The concepts of incongruence and dissonance are also used by all three investigators. Boshier has indeed referred to his work as a congruence model. Miller's primary concern is with the compatibility of the social classes with the values of the educational system. Rubenson's concepts of expectancy and valence assume congruence between participation and the anticipated outcomes of learning.

The use of Maslow's needs hierarchy is also strongly evident. All three theorists rely on Maslow's basic premise that higher-order needs for security and safety have been met.

A final commonality is the role played by expectancy. Although Rubenson has developed this concept the most thoroughly, all three investigators assume that expectation of reward is important as a variable in the motivation for adult learning.

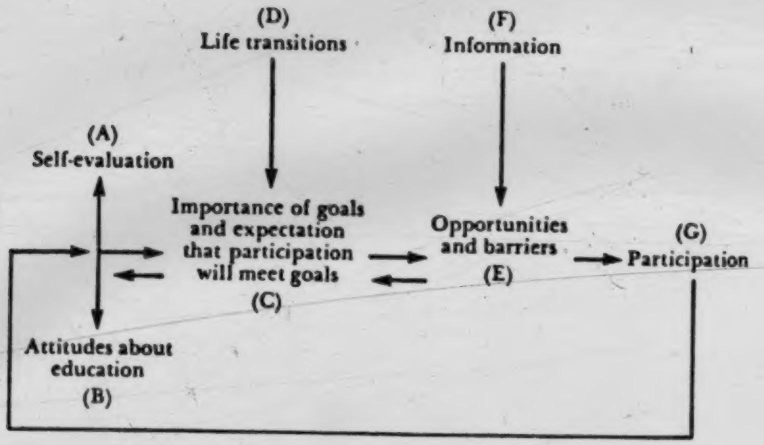
Cross has combined the works of the above theorists to form what she describes as the "rough beginnings of a conceptual framework designed to identify the relevant variables and hypothesize their interrelationships" (p. 124). While to date the model is far from the kind of theory that can be used for predictive purposes, its potential usefulness appears to be its organizing of present knowledge.

As alluded to in the introduction to this study, the Chain of Response model assumes that "participation in a learning activity, whether in organized classes or self-directed, is not a single act but the result of a chain of responses, each based on an evaluation of the position of the individual in his or her environment" (p. 125). Cross further refers to her model as being consistent with the "radical theoretical revision" taking place within the psychology of motivation in which behavior is being increasingly conceptualized as a "constantly flowing stream" rather than a series of discrete events. This is in keeping with the 1978 review of de Charms and Muir of motivational psychology in which they state that "the problem for motivation is to understand the determinants of changes in the stream of action, not to find what drives impel specific behavior" (p. 93).

The continuum implied in Figure 1 indicates that participation in an activity begins with the individual and moves to increasingly external conditions, although Cross does note that in any true interaction situation forces will flow in both directions.

Regarding point A in the model, self evaluation, the point is made by Cross that individuals who are achievement oriented, for example, those who have confidence in their ability, are more likely to put themselves to the test of a new learning situation whereas those who lack confidence in their ability (sometimes referred to as failure threatened or deficiency oriented) will avoid putting themselves in a situation that might present itself as a threat to their self esteem. In the COR model, self evaluation is where the chain of responses leading to participation begins.

Point B in the model is attitude toward education. Individuals who


(D)
Life transitions
(F)
Information
(A)
Self-evaluation
Importance of goals and expectation that participation will meet goals
(C)
Opportunities and barriers
(E)
(G)
Participation
Attitudes about education
(B)

Chain-of-Response (COR) Model for Understanding Participation in Adult Learning Activities

Figure 1

hated school as children are less likely to place themselves in a competitive situation where they did not do well. Attitudes towards education according to Cross are also influenced indirectly through the attitudes of reference and membership groups.

Point C, the importance of goals and the expectation that goals will be met, comes directly from the work of Tolman, Lewin, Atkinson, Vroom and more lately, Rubenson. There are two components: valence, the importance of the goal to the individual; and expectancy, the individual's personal judgement that pursuit of the goal will be successful and lead to the desired reward. If a goal that is important to the individual can be achieved through further education, motivation at point C is likely to be strong. If, however, the goal is not important or the likelihood of success is in doubt, motivation would decrease accordingly.

Expectancy is highly related to self esteem, in that individuals with high esteem are more likely to expect success, while those with less self confidence harbor doubts about their probability of success.

Life transition, point D, presents the individual with a period of change calling for new adjustment. The works of Aslanian and Brickell (1980) as well as Havighurst (1972) both identify the transitions of life as being positive forces for learning. Havighurst's "teachable moment" suggests that there are times of special sensitivity for learning new things. These times, according to Cross, depend on developmental tasks that are predictably associated with each phase of human development. She suggests, for example, that the right time to teach a couple about child development is when they are expecting or raising children.

Point E refers to barriers and special opportunities for adult learning. Cross suggests that if adults get to this point with a strong desire to participate, it is likely that the force of their participation will encourage them to seek out special opportunities and to overcome modest barriers. For the weakly motivated, however, even modest barriers may prevent participation. It might also be the case with the latter group that with an awareness of special opportunities, the motivational force for participation would be enhanced, such as the case with the ready availability of child care services.

Accurate information, point F in the COR model, plays a critical role in that it is information that links the motivated learner to an appropriate opportunity. Without the availability of information, participation may be low or nonexistent if opportunities are not discovered or if barriers (point E) remain large.

Illustration of the COR Model

Cross gives the example of a hypothetical learner as an illustration of how the COR model might be used to explain participation. Suppose an individual, called Sally, is self confident (positive force at point A, indicated as +A), who liked school and was successful in it (+A and +B), but whose husband opposes her pursuit of a college degree (-B). Whereas she would like a college degree in order to qualify for a better job as well as for her own satisfaction and is confident that she would be a successful student (+C), her husband's mild opposition decreases the total force of her motivation for participation. If her husband's opposition were stronger or her self confidence less or her past educational experiences unhappy this might preclude anything further happening; her motivational force might be too weak to overcome any barriers or respond to any special opportunities at point E. Suppose, however, as Sally is weighing the positive and negative forces, that a friend of hers urges Sally to join her in taking courses at a local college (+E). The positive force at point E may activate her participation and override her concerns of her husband's disapproval.

A Summary of the COR Model

The COR model, while being a summary statement of the participation research of Miller, Boshier, and Rubenson, places its own distinct emphasis on the internal psychological variables of self-evaluation and attitudes toward education. It is the contention of Cross that if adult educators wish to understand why some adults fail to participate in learning opportunities, there is a need to examine the variables at the beginning of the COR model, such as understanding of attitudes toward self and education. While the other variables such as life transition, barriers and opportunities, and information help complete the picture of participation, the COR model places the largest emphasis on the effects of self esteem on subsequent behavior.

In order to further examine additional studies dealing with participation, the parent education literature was investigated as further background.

Participation in Parent Education

Over the past 15 years the literature on parent training has developed from a few scattered studies and reports to now include a massive body of literature reporting the positive relationship between parent education and children and the successful treatment of children with a wide variety of problems (Gordon and Davidson, 1981).

Tavormina (1974) has commented on the increasing trend toward the use of parents as "therapists" for their own children. This approach has focused on teaching parents more effective ways to deal with child rearing and child management issues in contrast to the more traditional methods of child therapy.

Auerbach (1968) has defined the goals of parent education procedures as a) helping parents to become more familiar with basic concepts of child growth and development; b) helping them clarify their own role and that of their children, and c) increasing parental understanding of the complexities of everyday situations to enable them to make better management decisions.

In the past ten years, the two most influential approaches in developing structured time-limited parent education training have been behavior modification and communications skills training (Lochman and Brown, 1980). Of these two basic approaches, behavioral parent training has been the most extensively evaluated, with many studies supporting its usefulness (Wiltz and Patterson, 1974; Rinn, Vernon, and Wise, 1975; Gordon, Lerner and Kiefe, 1979; Karoly and Rosenthal, 1977). Communication skills groups, as well as groups combining communication and behavioral approaches, have also been examined for their effectiveness, with several studies reporting positive outcomes in terms of attitudinal changes on the part of the parent and behavioral changes in their children (Sadler, Seyden, Howe, and Kaminsky, 1976; D'Augelli and Weena, 1978).

While less optimistic outcome evaluations of parent education groups have also been reported (Anchor and Thomason, 1977; Gildea, Glidewell and Kanlor, 1967; Gottschalk, Brown, Bruney, Schumate, and Wean, 1976) Gordon and Davidson (1981), in reviewing the field, encourage the inclusion of parent training within the educational system while at the same time stressing on going evaluation to determine when and for whom it is most appropriate.

While the literature dealing with parent education is a very large one, the number of studies which deal with factors affecting participation is quite small. Most studies that have been reported are primarily descriptive in nature, offering little in the way of a theory of participation.

A number of investigators have concerned themselves with drop-outs from such programs. For example, Sadler et al (1976), has reported attrition rates of 35 percent to be quite common, while Eastman and Ingeroll (1977) noted dropout in a series of programs to be as high as 41 percent, this latter result being very close to the 42 percent observed by Lochman and Brown (1980).

Another group of studies has attempted to link participation with parent characteristics. Martin (1977), and Graziano (1977), have drawn attention to the fact that mothers are more likely to be recipients of parent education than fathers. Graziano has suggested that fathers are often not directly involved because of their own refusal to view themselves as having a problem they are incapable of solving themselves, and/or the realities of a work schedule which conflicts with the availability of the program.

Salzinger, Feldman and Portnoy (1970) reported that parents with a higher level of formal education and superior reading ability were more apt than less well educated to follow through on a group program which emphasized verbal learning of operant principles. In the same manner, Rinn, Vernon, and Wise (1975) found that low-income parents attended fewer classes and were less successful than middle-income parents. Contradictory findings were noted by Rose (1974) and Mira (1970), who noted no differences in participation related to social class or educational level.

O'Dell (1974) has suggested that investigators who tend to minimize verbal learning and emphasize "direct" training through modelling, coaching, and behavior rehearsal are more successful with parents from lower socio-economic and educational backgrounds.

Reisinger, Frangia, and Hoffman (1976) found mothers who reported marital difficulties noticeably less able to invest themselves in parent education, attributing lack of parental support for the mother's interventions, frequent arguments between spouses, and extramarital relationships which decreased the spouses' investment in the program.

O'Dell (1978) has discussed the advisability of doing a careful assessment of individual families to determine those who might benefit most from involvement and participation in parent education. This would include examining socio-economic level, education level, intelligence, presence or absence of spouse, family size, family isolation, parental personality and emotional problems, child rearing philosophy, conceptualization and labelling of child problems and type of child problem.

As a means of providing potential parents with child management skills, Moore and Robin (1981) designed a program for use with high school students. Their findings indicated that while the students acquired knowledge and skills in parenting there was not a significant change in student attitude toward child rearing. While it was acknowledged that the students in the study had only minimal direct contact with children, it was suggested by the authors that a relevant factor was the developmental stage of the students, which did not allow them to understand and resolve the developmental tasks of parenthood, perhaps being too enmeshed in their own families as children to be able to take the perspective of parents. This has also been suggested by DeLissovoy (1978) who also refers to parent education courses within a high school setting as being "white elephants in the classroom".

A final group of investigators within parent education have dealt more with program variables. Pickarts and Fargo (1971) encourage the development of parent education programs in cooperation with the school system as a means of encouraging the participation of the lower socioeconomic class. Gordon (1977a) is actually one of the few to directly come out and ask for a conceptual scheme for analysis of program development needs and variables which could be studied both for their influence upon the program and as outcome measures.

Jorns (1982) describes the efforts of an adult education program in Kansas to offer programs throughout the day and evening so as to attract and accommodate people on shift work. She also suggests that transition points in the lives of parents are crucial times in attracting parents, especially when their children are entering kindergarten, or beginning junior high. Advertising for parent education classes is performed through adult education brochures, as well as through newspaper advertisements, parent newsletters distributed by the schools, and through word of mouth.

Summary

The works of Miller, Rubenson and Boshier have been particularly influential in the formation of the Cross Chain of Response Model as an attempt at explaining participation in adult learning. In utilizing the more contemporary formulations of social motivation theory, particularly the works of Atkinson and McClelland, Cross sees participation as being the result of a series of relatively complex acts all appearing in concert with one another. While COR is seen as being useful in that it integrates previous research findings and makes an attempt to account for participation, it is far from being a complete model. It remains untested in that it has not been applied to any specific learning context.

The field of parent education represents a learning context which only recently has been recognized as a field of adult learning apart from being considered solely a method of treatment for parents with concerns about their children. In spite of its rapid growth, there are no visible theories about how it is that people voluntarily join in on this type of experience. It is hoped that examination of the Cross COR model within this group of learners will move participation beyond the descriptive stage to perhaps formulating a more comprehensive model applicable to adult learning in a wide variety of contexts.

Chapter III

Design of the Study

The study consisted of four groups of two people each. Each group represented a different level of participation in an adult education program. The first group consisted of those who attended at least five out of six sessions of a parent education program, "Focus on Parenting". (FPP). The second group were those who had attended the first and/or second session of an FPP but who then dropped out. The third group consisted of those who had registered for an FPP program but who did not show up for any sessions. The fourth and final group were those who had an opportunity to attend an FPP, in that they received advertising on the nature of the program but chose not to attend. Each subject was given a structured interview lasting 1½ hours.

A case study approach was used allowing for the more intense investigation of a small number of subjects. Hypothesis generation and theory building were the focus, with no attempt to make statistical comparisons between groups.

Subjects

The eight subjects for the study were chosen in the following manner. For the first group, those who attended at least five out of six sessions of an FPP, the group leaders of four separate courses were asked to nominate two people who they felt were representative of their particular group. From this list of eight people two were randomly selected for interviewing. For the second group, those who dropped out after the first or second session, the class attendance lists of the four groups were examined and two people were randomly selected from amongst all those who dropped out. For the third group, those who registered for an FPP but who did not attend, class lists were again examined and two individuals were randomly selected from amongst the total list of those who registered without attending.

The fourth group, those who had an opportunity to attend an FPP but who did not, were chose by sending announcements of an FPP program home with their children, ages two to five, attending a play school. (See Appendix) The announcement, in addition to describing an FPP to occur in the fall of 1982, requested parents to return it after indicating their degree of interest, whether they were interested in attending, were interested but did not have the time or were not interested at all. From those who indicated no interest, two individuals were randomly selected.

Potential subjects for all four groups were then contacted by telephone by the investigator. In order to facilitate cooperation of the subjects in the first two groups, the investigator attended the first and last session of each of the four FPP, taking five minutes at the beginning of the first and sixth session to introduce himself and the purpose of the study. With reference to encouraging participation of the fourth group in the interviews, the announcement that was sent home with their child(ren) indicated that the investigator would be performing a follow up of their responses.

Nature of the Focus on Parenting Program

The Focus on Parenting program was chosen as the context in which participation in adult education was to be studied. This program, designed by the former Parent Resource Unit of Alberta Social Services and Community Health is reasonably typical of most parent education programs. Its six sessions are designed to be carried out on a once-a-week basis, with each session being approximately two hours in duration. The leader(s) is usually someone who has himself been a course participant and has gone on to take at least one, if not two, weekend training workshops which are often followed by co-leading a group with an experienced leader.

The topics covered include the needs of parents and children, building self-esteem, communication skills, dealing with unacceptable behavior, problem solving, and having fun as a family. While some didactic material is presented in the form of leader presentations, and an accompanying parents' guide, participants are encouraged to share their own experiences and provide support to one another.

There is no charge for the program other than child-care when provided. The parents' guide is also available free of charge.

In this study eight courses were identified by the Parent Resource Unit as being offered from January through June 1982. With the exception of one group which met in the afternoon, all other groups were advertised for the evening. The groups were variously sponsored by the Family Life Education Council, City of Edmonton Social Services, City of Edmonton Parks and Recreation, Alberta Public Health, and two local schools.

Leaders for the groups included one elementary school teacher, two social workers, two public health nurses, one psychologist and one layperson. All had taken part in a leader's training program.

Of the eight groups selected, only four took place. Three groups were cancelled due to lack of participants and one was cancelled part-way through due to the illness of the leader.

Research Instrument

The research instrument was designed by the investigator. It consisted of a combination of checklists, true-false questionnaires, one Likert-type scale and questions presented directly to the subject in an interview format. The research instrument was designed to elicit information on the six variables comprising the Cross Chain of Response model (COR).

Pencil and Paper Type Questions

The pencil and paper type questions were for the most part selected from already existing test instruments.

1. The Education Scale (Rundquist and Sletto, 1967) was chosen as a means of measuring an individual's attitude towards education, that is, the degree to which an individual favors or is positively inclined to education. Although the scale is an old one, its items exhibit sufficient generality to apply in a more contemporary context (Shaw and Wright, 1967). Persons respond to each of the 22 items by selecting one of five Likert-type alternatives: strongly agree, agree, undecided, disagree, and strongly disagree. For items which are positive toward education, the alternative responses are weighted from 5 (strongly agree) to 1 (strongly disagree). Weights for negative items must be reversed. The person's score is the sum of the weighted alternatives endorsed by him. High scores indicate positive attitudes towards the value of education. (Appendix 1)

Split-half reliabilities of .82 and .83 have been reported by the authors, based on a sample size of 500 males and 500 females. The scale appears to have good content validity for attitudes toward high school education, with the number of items referring to a college education being restricted. Rundquist and Sletto (1967) have also reported some correlates with other measuring instruments which could be construed as evidence of some concurrent validity.

An additional feature of this scale is that it was constructed using 2882 subjects consisting of college students, high school students, and men on relief.

2. Measurement of Achievement Motivation - In order to arrive at an objective measure of self-evaluation of learning ability, the construct of achievement motivation was seen as being highly relevant. Cross (1981) has suggested in her model that "persons who lack confidence in their own abilities (frequently termed failure-threatened or deficiency-oriented) avoid putting themselves to the test and are unlikely to volunteer for learning which might present a threat to their sense of self esteem" (p. 125). In her model, education, particularly competitive education, is considered achievement-oriented. (Appendix 2)

In order to measure this construct, the achievement-motivation subscale of Jackson's (1974) Personality Research Form (Form E) was used. Containing sixteen items scored either true or false, Jackson's scale appears to have sufficient statistical merit to consider its usage, if not in a clinical context, at least in a research one. Test-retest reliability has been quoted by Jackson as .80 based on a sample size of 135 people. Concurrent validity also appears sufficiently high when one takes into account the scores of this subscale with similar measures. Form E also represents a simplification of Form AA in being more appropriate with younger and/or less advantaged, having norms starting at the Grade 7 level and continuing on up for each grade.

Jackson's (1974) description of the high achiever as one who "aspires to accomplish difficult tasks, maintains high standards, is willing to work toward distant goals, responds positively towards competition, and willing to put forth effort to attain excellence", corresponds favorably to Cross's achievement-oriented learner.

3. Measure of Life Transition - The investigator designed a short, eleven item checklist (Appendix 3) in order to determine whether or not an individual had experienced any major life changes in the year prior to the interview. Modelled after the Holmes and Rahe (1967) Scale, the items in the present scale represented clusters of events rather than the specific events themselves. The items referred generally to changes occuring in personal health, work, finances, living conditions, family, interpersonal relationships, church activities, recreation, social activities, as well as an open-ended item in which the respondent could detail other changes that they felt were not included in the other items. Any items which were checked could then be probed for clarification during the interview, if necessary.

4. Goals for Learning - Items designed by Carp, Peterson, and Roelfs (1974) were used to obtain individual's general goals for learning as well as specific ones related to parent education. The items designed by Carp et al were part of a larger study in the United States sponsored by the Commission on Non-traditional Study examining the learning needs and aspirations of a cross-section of American adults. In the case of the goals related to parenting education, the items used from the Carp study were those which the individual responded to after selecting a specific area that he saw himself interested in (for example, learning a skill or pursuing an academic subject). To make this list relate more to goals that parents might have in enrolling in parent education, two additional items were inserted. (Appendix 4)

5. Barriers and Opportunities for Learning - The checklists that were used for this section also were adapted from the Carp, Peterson, and Roelfs

(1974) study. The checklists contained descriptions of events and situations that might stop a person from enrolling in a course or keep him from learning what he wanted to learn.

In the same manner a series of checklists provided different conditions which would potentially make it easier for a person to become involved in a learning situation. These included items relating to learning format (lectures, discussion groups, self study), frequency of study sessions, and location of learning, as an example. (Appendix 5)

6. Information - It was desired to determine what sources of information a person relies upon to find out about a) the particular "Focus on Parenting" Program for which he registered, and b) what sources of information a person relies upon generally to find out about things happening in his community. Part A was measured by means of a checklist describing a number of possible ways people may have heard about the program. It also included an open-ended question asking respondents how they might advertise a similar course event. Part B was included as part of the open-ended questions used in open ended questions about to be discussed. (Appendix 6)

Open-ended Questions

In addition to using questions of a pencil and paper type, it was decided to include questions of a more open-ended nature. (Appendix 7) These questions were presented directly to the subject with the investigator recording the response. It was anticipated that using questions of this nature would allow the subject the opportunity to expand upon his answers given in the earlier section, as well as allowing the investigator to acquire information over and above that directly requested.

Questions for this part of the interview were prepared in the following manner. A set of questions describing the content area of the six variables comprising the COR model was distributed to five people (See Appendix 8). These people included four Master's level and one Ph.D. psychologist. They were requested to write questions that they might use in an interview to elicit information on each of the six variables. This collection of items was then submitted independently to another five people, all Ph.D's in psychology or counselling, who had experience in teaching adults. This latter group of judges was asked to rate each item in its respective content area on three separate dimensions. These included the degree to which the item represented the content area, the degree to which the item would be capable of generating further discussion, and the degree to which the question would provoke a negative reaction on the part of the respondent. Each of the three ratings for each item was recorded on a five point Likert scale. The items that were eventually chosen for use in the interview were those which ranked highest, in order of representativeness, response of client, and degree to which it was seen as suitable for generating further discussion. All items that were used ranged from 3.5 to 5 on the five point Likert scale, where 5 indicated a maximum score and 1 a minimum.

Pre-test of the Structured Interview

After the items and questions for the structured interview were selected, the entire instrument was administered to two people. One individual had been a recent participant of a Focus on Parenting Program, while the other individual had never attended a parent education program. After the interview was completed, these two subjects were asked to respond to the nature of the interview. Along with observations of the investigator and comments of the two subjects, some items were reworded and the order of presentation of some of the questions was altered. No major changes, however, were made.

Procedure

When the primary subjects of the study had been identified, they were telephoned or written a letter by the investigator and asked for their participation. For those subjects not familiar with the investigator, such as those who registered but did not attend (group 3) and those who indicated no interest (group 4), the purpose of the study was explained. If any of the potential subjects expressed some hesitancy in becoming involved, the investigator offered to deliver to their home or business a sample set of questions to familiarize them with the type of material to be covered. If they expressed any hesitation after this they were dropped from the study and another subject was randomly selected.

The interview was divided into two parts. The first part consisted of the subject recording his written responses to the items contained on the Education Scale, the Achievement Motivation Scale and Life Transition Scale, followed by the completion of the checklists on goals, and barriers and opportunities for learning. The second part of the interview consisted of open-ended questions presented orally to the subject by the investigator. The subject was given a copy of all questions as a means of facilitating his understanding of what was expected. The investigator summarized the subject's comments on paper and/or where appropriate recorded his answers directly in the case of the checklist and inventory type sections. The subject's comments were also audio taped with his permission. Each subject's responses were reviewed within 24 hours, including replay of the audio tape and summary comments made in written form.

Chapter IV

Results

This portion of the study has been divided into five sections. The first four sections each relate to a different level of participation and consists of findings from interviews. The first group to be reported on are the active participants, followed by partial attenders, registrants, and the no-interest group. The fifth section consists of observed trends over all four levels of participation.

During interviews information was collected on the six variables comprising the Cross Chain of Response Model (COR). The first variable, self evaluation, was measured in the form of achievement motivation. Past research has suggested that those individuals who possess confidence in their abilities (high achievers) are more likely to volunteer for learning than those with low self confidence (low achievers). The second variable, attitudes about education, result from the learner's part experience in school as well as from the reference groups of which he is a part. Goals and expectations comprise the third set of variables. The importance of a goal to an individual as well as the associated expectancy of success is another motivating factor in voluntary learning. The fourth variable, life transitions, is also perceived as being an influential factor in stimulating an individual's interest for learning. Such "triggering" events as divorce or loss of a job may transform a latent desire for education into action. A fifth set of variables, opportunities and barriers, account for those factors which can facilitate participation such as the availability of child-care or flexible scheduling, or those factors which may impede participation such as cost or distance. The final variable is that of information. It plays the role of linking motivated learners to available learning opportunities.

After findings on the above variables are presented, the fifth and final chapter will discuss their implications for theory and research.

Section I Active Participants

Active participants for the purposes of this study were individuals who had attended at least five out of six sessions of a "Focus on Parenting" program (FPP). In the case of the following two participants, they both attended all six sessions.

Subject 1. Fred attended a Focus on Parenting (FPP) group along with his common-law wife, Nancy. This was the first adult education program that they had attended together in their 2½ year relationship. Fred had a grade eleven education and was a division manager of a large sod farm. He was 30 years of age and had a 17 month old boy from his relationship with Nancy. He also had two children from a previous marriage while Nancy had one child from a previous marriage. Only the young 17 month old boy resided permanently at home, with the other children visiting on alternating weekends or for longer periods over holidays.

In January both Fred and Nancy started looking for courses that they might enrol in together. The Focus on Parenting program was chosen from the listing of courses published in the daily paper. When asked what his purpose was for attending, he stated that he wanted help in "building his family" and more specifically in dealing with his wife's and his own children when they came to visit. He felt there was a lot of hostility which he needed help to deal with.

Fred noted that the most important factor affecting his attendance at any course was Nancy's support. If he had her support he felt there were few if any obstacles to taking courses or being involved in further learning. If Nancy was not supportive, it was highly unlikely that he would attempt a course. He stated specifically that money for him was no obstacle in attending a course, nor was child care or course location. He had enrolled Nancy in a course designed to teach mothers how to sew for their children and had paid the fee, but she chose not to attend.

Fred described his education at the elementary and secondary level in rather ambivalent terms. Except for courses in mathematics, physics and biology, a lot of his courses were impractical. However, in reflecting back, he said that some courses might have been more useful had they been related more to the student's own experience. He now views a knowledge of English and other languages as being highly beneficial. He wanted to enrol in a French course to help him communicate better with French Canadian workers employed on his sod farm. While his parents insisted that he go to school and complete his homework each evening, they did very little to encourage his actual learning. It was not until he had been out of school for about eight years that his appreciation for learning developed. Since that time he has completed courses in welding and employee-relations and has approached his employer about taking courses in the winter related to grassland management. On the Education Scale, Fred scored 78 (out of a possible 110). Please refer to Table 1, p. 41.

Fred appeared to view himself as a capable employee, noting that in all previous jobs he had been assigned a leadership role. As a child he was given considerable responsibility in running the home owing to frequent absences of his mother due to illness. He sees himself as a good manager, relating well to his employees. He has a number of aspirations, including establishing his own business which he feels he can do based on what he has learned in his present position. He scored at the 74th percentile on achievement motivation.

There had been a lot of changes in Fred's life over the past 12 month period. He started his present job nine months ago, he had changed his residence, and was much better off financially. Due to a change in some of Nancy's personal habits he felt their relationship had improved markedly. He also said that he was trying to pay more attention to his youngest son by spending additional time with him on a daily basis. His son's birth (17 months ago) appears to have had a significant impact on him.

Summary

In describing Fred's participation in reference to the Cross Chain of Response Model (COR), he scored at the 74th percentile on achievement motivation and valued education to the extent that he sought out numerous learning experiences over the past three year period. He scored 78 (out of 110) on the Education Scale. His goals in attending the FPP related to enhancing his family life as well as dealing with the specific problems of a "blended" family. It was his expectation that a parent education group would give him specific techniques, but even more important would provide an opportunity to share his concerns with other parents. Fred had experienced a number of significant changes in his life over the past 12 months, including a new job, a move, and a revision in his common-law wife's personal health habits. A significant factor, which was present to make his attendance possible, was his common-law wife's support in not only favoring his attendance, but in going with him. He perceived there

Table 1

Participation Data By Subjects and Groups

		ACHIEVEMENT MOTIVATION[a]	ATTITUDES TOWARDS EDUCATION[b]	LIFE TRANSITIONS[c]	YEARS OF EDUCATION	AGE
GROUP 1	S_1	74%	78	5	11	30
	S_2	81%	76	5	13	30
GROUP 2	S_3	88%	74	3	10	33
	S_4	72%	77	9	11	42.5
GROUP 3	S_5	74%	81	9	14	35
	S_6	63%	101	7	16	36
GROUP 4	S_7	62%	96	0	13	27
	S_8	38%	86	3	16	34
RANGE		50	24	9	6	15

Group 1 - Active Participants
Group 2 - Partial Attenders
Group 3 - Registrants Only
Group 4 - No Interest Group

[a] expressed as a percentile
[b] out of a possible 110
[c] out of a possible 11

to be few barriers to his participation in learning other than withdrawal of his wife's support in stopping him from attending. Fred made regular use of a number of information sources, but relied primarily on the daily newspaper to receive information on available learning experiences.

Subject 2. Shirley and her husband attended a Focus on Parenting group after reading about the course in a local community newspaper. Shirley had also heard about the program from a social worker in an agency with which she was doing volunteer work.

Shirley was 30 years of age and had one child, a three year old girl. Her husband, Bob, was the owner of a small trucking firm. She had completed her grade twelve and for a time worked for an insurance underwriter. Since that time, she had copleted three courses in underwriting as well as completing a one year secretarial program.

Her reason for attending the FPP was to acquire skills in dealing with her daughter, particularily as it related to discipline. She was concerned about learning methods of discipline that did not rely on scolding. She described her daughter as being a very active little girl and as one who required a lot of her time. By attending the group she also hoped to see whether other people had the same problems and wanted to hear about how they dealt with similar concerns. Shirley wanted to have more children and told the interviewer of her and Bob's plans to move to an acreage where their children could grow up in a rural atmosphere.

There were few obstacles to her enrolling in the FPP. Bob was supportive, which was important to her. She felt, however, that even if Bob had not been able to attend that she would most likely still have gone. It was her opinion that if you wanted to attend a class badly enough, you could somehow find a way. If anything were to have stopped her, it would likely have been not finding adequate child care or the interference of other home responsibilities. She mentioned that she would be more likely to attend a program if it was informal in nature and short term, for example, one evening a week for a few weeks.

Shirley attributed considerable value to education. Although she found studies often hard, she wished she could have continued beyond what she had already accomplished. She intended to complete the five remaining courses in her insurance underwriting program when her daughter started school. Shirley and a friend were instrumental in setting up a course for mothers which ran for six weeks. She contacted resource people who spoke to young mothers about a variety of family related concerns. She and her husband also taught a religion class within their church to older children and adolescents. On the Education Scale she received a score of 80.

Shirley saw herself as having average ability. She had to work hard at school for her marks and never enjoyed studying. She felt she dealt well with the public, being conscientious and reasonably outgoing. She scored at the 81st percentile on achievement motivation.

Regarding changes in Shirley's life over the past year, she and Bob had attempted to make new friends. They were both more involved in their church and had been teaching children's catechism classes. As previously alluded to, Shirley initiated a "mother's morning out" program. She also became pregnant, but later miscarried. Shirley and her husband were planning to move back to the Maritimes within the next three to four months.

Summary

In describing Shirley's participation, with reference to the COR model, she placed a relatively high value on education, receiving a score of 80 on the Education Scale. She had been instrumental in organizing and participating in at least three learning programs in the past year. She scored at the 81st percentile on achievement motivation which was supported by her active involvement in volunteer work and her leadership in a number of community-related programs. Her goals in attending FPP were to enhance her relationship with her daughter as well as to find solutions to some minor problems she perceived herself as having in the home. Her expectations were to be able to listen to other parents and determine how they dealt with their children in comparable situations. Shirley had experienced changes over the past 12 months including increased involvement and participation in her church, doing more things of a social nature with her husband, and becoming pregnant, although later experiencing a miscarriage. Shirley and her husband had also put their house up for sale in anticipation of a move back to the Maritimes.

One of the factors (opportunities) which facilitated her attending the FPP was her husband's support, which she identified as being very important. Barriers to her participation would be lack of family support, and problems related to child care, such as cost and availability.

Shirley was informed of the course through the local weekly newspaper, as well as personal contact from a social worker.

Commonalities Among Those Attending the Entire Focus on Parenting Program

A. Self Evaluation

1. Both scored high on motivation for achievement (74th and 81st percentiles).
2. Both described themselves as being average students during their school years.

B. Attitudes and Factors Relating to Education

1. Both placed a relatively high value on education (scores of 78 and 76 out of 110).

2. The FPP was only one of several adult education courses they had taken with the last two year period.
3. Spouses were in support of their program attendance and attended with them.
4. Both had equivalent of high school education.

C. Importance of Goals

1. Both identified a general primary goal as the enhancement of their family life. Secondary goals related to learning ways of coping with problems.
2. Both identified the sharing of information between participants as taking priority over didactic instruction.

D. Life Transition

1. Both had experienced significant changes over the past year, although the nature of the changes were different. Changes included change of residence, new job, pregnancy, and change in habits of spouse.

E. Opportunities and Barriers

1. Both identified spouses as being important to their attendance.
2. Both noted that if they wanted to attend a course very few things would have to change in their environment. They both stated that if they wanted to attend a course badly enough, they could quite conceivably find a way.

F. Information

1. Both discovered the existence of the FPP through the newspaper.
2. Both actively sought out courses as well, reading about them in the newspaper.

G. Miscellaneous

1. Both came from large families.

2. Both had responsibilities for other family members at an early age.
3. Both had young pre-school children at home.

Section II Partial Attenders

Partial attenders were those who had attended only the first and/or second session of the FPP. In the case of the following two subjects, both had attended only one session.

Subject 3. Joan was the 33 year old mother of two children, ages 7 and 3. Her husband, Jim, is employed as a technician for a communications firm.

Joan attended an afternoon FPP offered by a district office of Edmonton Parks and Recreation. She registered for the program after reading a notice her son brought home from school. She attended only one session.

Joan was born in England and left school at age 15. She would have liked to continue further, but felt little support from her parents. It was customary for those not pursuing a university education to complete their basic schooling and then seek vocational training or immediate employment. She said this was particularly so for women.

After working in several stores in clerking positions she met Jim and after their marriage they left for Canada. Her two children occupy an important place in Joan's life. Owing to both children having medical disabilities, diabetes in her son and asthma in her daughter, she spent a considerable amount of time attending to their needs. It is in this regard that she had attended workshops, conferences and consulted a variety of professionals.

It was in relation to the above concerns that she first expressed interest in the FPP. One of her main purposes in wanting to attend was "to see if anybody was worse off than me". She noted that she felt sorry for herself and wondered whether she really had anything to complain about. A second reason was to deal with the misbehavior of her children. In this respect, she described herself as being very demanding of both herself and her children.

Her stated reasons for leaving the FPP prematurely was due to a slipped disc in her lower back, making it uncomfortable to sit. She also felt other participants did a lot of complaining and saw them as being lonely and having little sense of purpose. A concern of Joan's was that she might "stagnate" as some of the other women had, in her perception. Some of the course material was also questioned in terms of its appropriateness for her family. For example, she tried some of the communication skills with her son and felt that he was more embarrassed then helped by them. Joan also emphasized the lack of critical thinking among parents in accepting the advice of professionals.

Joan perceived herself as having been an above average student. She responded to her twin sister's outgoing nature by being quiet and reserved and by putting in extra time on study. She frequently asked her teachers for more homework. Joan saw herself as wanting to accomplish the best that she could for her family and stove to keep herself up to date on a variety of subjects related to family life. On achievement motivation she scored at the 88th percentile. Please refer to Table 1.

Although on her own admission she placed a high value on education, she also placed a heavy emphasis on what you learn from experience versus attending classes. When asked whether she had any aspirations of becoming involved in further learning, she replied that she would like to study social work in order to help other people. She received a score of 74 on the Education Scale.

As to barriers stopping her from becoming more actively involved in learning, she cited reasons related almost exclusively to her family, including lack of spousal support, finding adequate child care and keeping up with household responsibilities. When she was asked about conditions which would have potentially facilitated her learning, again all related to her family and included child care and spousal support.

When she was asked about changes that might have occured in her life over the past year, she described them primarily in terms of physical health. She had undergone a hysterectomy, her son could administer his own insulin, and her daught had been relatively symptom free from asthma. In other areas, she and her husband had their mortgage renewed and had to pay out considerably more money which had necessitated them re-evaluating priorities.

Summary

With specific reference to the variables on the COR model, Joan's participation as a partial attender can be summarized in the following manner. On self-evaluation (achievement motivation) she scored at the 88th percentile. Her attitudes about education were reflected by a score of 74 on the Education Scale. She appeared to see herself as an achieving person who valued education. On this latter variable, she had achieved most of her learning from self study as opposed to attending classes and valued learning more from direct experience than from formal instruction. Her goals in attending the FPP were to compare herself to other women, to see if any were worse off than herself and to learn ways of dealing with misbehavior. She anticipated that the group would consist of a number of women complaining about their personal situations, and she indeed perceived this to be the case.

Changes or transitions in her life over the past year included receiving a major operation (hysterectomy), having to adapt her lifestyle due to increased costs related to housing, and getting out more on her own.

This latter factor was due, she felt, to the increased independence of her diabetic son and asthmatic daughter.

Opportunities for her participation included spousal support and child care. Joan attended an afternoon session of FPP in which child care was provided. Potential barriers to her participation were lack of spousal support and lack of availability of child care. She described her partial attendance, however, as being due to physical health problems making it uncomfortable to sit. There were also indications that she did not find the others in the group pleasant to be with. She questioned the nature of some of the material being taught, feeling that it was inappropriate for her children. She felt that other participants were accepting the new ideas being presented uncritically.

Joan heard about FPP through a brochure sent home from school with her son. She tends not to watch television and relies on radio for information. Her knowledge of community events was acquired by attention to a community centre bulletin board and to a lesser extent by a community weekly paper.

Subject 4. Margaret was a 45 year old woman who had been divorced for 1½ years and was currently living with her 15 year old son, Scott. She had one other son who lived with her former husband. She was working in a clerical position for the Alberta Government, a position she had occupied less than a year.

Margeret read about the FPP in the daily newspaper. When asked about her purpose in registering she said that she was having difficulty coping with the demands of her son, Scott. She wanted to be able to better discipline him and find ways of getting him to save his money. Other goals included improving communication, meeting new people and getting away from personal problems. She attended only one session. Her reason for not completing the course was that she was the only parent of an adolescent child attending the program. The other parents' concerns related exclusively to young children and she found the discussion unrelated to her concerns about her son.

Educationally, Margaret attended as far as grade 11 in a rural school in Manitoba. In order to take grade 12, she would have been required to leave her home and live in a larger center, which was not possible for financial reasons. After leaving school at age 18, she got a job and later enrolled in courses in typing and comptometry. She stated that she placed a high value on education, but she had difficulty singling out any one educational experience as being more important than another. On a number of occasions in the interview she noted that while education was important, what one learns from experience can be far more useful. She received a score of 77 on the Education Scale. Please refer to Table 1.

When asked how she perceived her abilities, Margaret said she was an average student in all subjects except mathematics, where she was above average. She was very shy in school and rarely spoke out or participated in class discussions. She saw herself as a steady worker who always completed her homework. When she left school she married a farmer, but also worked in a number of different hotels as a charwoman and night desk clerk. On achievement motivation she scored at the 72nd percentile.

At the time of the interview Margaret had experienced a number of very significant changes in the previous 12 months. These included getting a new job, moving to a new apartment with her son and joining a single's club. She said that after the divorce from her husband 1½ years ago, she bacame quite depressed and anxious and was prescribed tranquilizers by her physician. She had since stopped thaking them and felt more relaxed and at ease, which had facilitated her becoming more actively involved in a number of sporting activities, in which she usually participated with a friend from work.

Margaret's largest barriers inhibiting her from becoming involved in further learning experiences were cost, her fear of not having adequate ability, and a concern about being too old. If she were to pursue any additional learning, she would most likely take a course in accounting, although at the moment she noted that this appeared unlikely until she could get some of her own situational difficulties resolved.

Summary

Although Margaret expressed some doubts about her own ability she scored at the 72nd percentile on self evaluation (achievement motivation). She received a score of 77 on the Education Scale. Although she has not been involved in any courses of an educational nature since a typing and comptomentry course after grade 11, she had been more active in sporting interests. Her goal in attending the FPP was to deal with problems relating to the management of her 15 year old son. She anticipated being able to attend and receive suggestions from other parents which would assist her with her son Scott. After attending one session, she was disappointed and decided not to continue because other parents' concerns were specific to very young children. A factor that initially facilitated her coming was that the course was offered free of charge and in a nearby location.

Margaret had experienced numerous transitions or life changes including divorce, a new job and a change of residence. She also joined a single's club and had become more active socially. Approximately six months previous to the interview she had gone off a medication (tranquilizers) prescribed by her physician and felt that it had assisted her in being more comfortable socially. Margaret heard about the FPP from an advertisement in the daily newspaper.

Commonalities Among Partial Attenders

A. Self Evaluation

1. Both participants scored moderately high on achievement motivation (72nd and 88th percentiles).
2. Both described themselves as having been shy and withdrawn in school.

B. Attitudes about Education

1. Both were similar on their responses to the Education Scale (74 and 77).
2. Experience was emphasized over formal education with skepticism towards the advice of professionals.
3. Neither had participated actively in any formalized adult education courses over the past five year period.
4. Neither had completed high school.

C. Importance of Goals

1. Goals for attending were highly problem oriented. Purpose in attending was to overcome some immediate difficulty subject was experiencing.

D. Life Transition

1. Both had experienced transitions although they were of a different nature. They included change of residence, different job, and major medical operation.
2. Both subjects said that over the past year they had been trying to get out more and meet new people.

E. Opportunities and Barriers

1. Both said that course times and locations made it easy for them to attend.

2. Both expressed discomfort with the other participants in terms of their interests being different or their values/priorities being different.

F. Information

1. Both came in response to a written notice, one from a school brochure and the other from a newspaper advertisement.

G. Miscellaneous

1. Both attended on their own.
2. Home appeared very child centered. It appeared that both had experienced difficulties with their children, including medically related problems as well as ones of behavioral adjustment.

Section III Registrants Only

The following two individuals were chosen from a list of people who had registered for a Focus on Parenting Program, but who did not attend any sessions.

Subject 5. Roger was a 35 year old successful business man who operated his own interior decorating firm. At the time of the interview he had been living apart from his wife just over two years. His divorce had just been finalized and his two teenage sons were living with their mother.

Several months before having registered for the FPP, he had attended a course entitled "Living Single Again". His sister had attended this course previously and recommended it to him. While he was enrolled in the program, it was suggested that a parent education course would help those who had children, in terms of gaining an understanding of their needs and still being able to function as an effective parent. When Roger signed up for the program he did so in the midst of an "emotional turmoil" and when the course date came around he felt he had other priorities which needed to be dealt with first. These included achieving a certain sense of personal stability and being able to deal with a number of business affairs. He also felt discouraged about his relationship with his two sons. His wife did not encourage his visiting them and frequently took them away when he called to see them. He felt there was little incentive for him to work on improving his situation.

His purpose in registering was to help him gain custody of his sons as well as to understand what had gone wrong in his relationship with his family. He wanted to know how he might correct his situation as well as receive some emotional support similar to what he had received in his singles group.

Roger perceived himself to be a capable individual, striving to improve himself. On achievement motivation he scored at the 74th percentile. (Please refer to Table 1.) He was an average student at school, although he was above average in math and social studies. He described himself as a creative person who had used his imagination to his advantage in business. He made friends easily and was a good manager.

On the Education Scale, Roger received a score of 81. He completed his grade twelve at age 17 and went on to a technical college for a course in decorating. He failed the course but returned eight years later to finish at the top of his class. He placed a relatively high value on education, although when attending school the highlights for him were athletics, playing in an orchestra and the companionship of his peers. Roger felt that he could have put his time to much better use in school and felt that if he were to return, he would be much more conscientious.

He felt at the time that there were few things holding him back from getting involved in a learning experience other than lack of time.

He did say, however, that if he wanted to acquire training in a skill, there would be very little stopping him other than his own motivation and re-arranging of priorities.

Roger regularly read the newspaper and subscribed to three periodicals. He felt, however, that he relied the most heavily on other people for his information. The types of information he attended to were human interest events and to a lesser extent, world events. To him, what was happening in his own community was by far the most important.

Summary

Roger was a 35 year old business man who perceived himself to be a capable, striving individual as well as being a good manager with considerable creativity. He scored at the 74th percentile on motivation for achievement.

He registered for a FPP at a time when he felt considerable emotional turmoil over his divorce and in particular, his perceived rejection by his two teenage sons. He enrolled in the course with the hope that it might assist him in achieving custody as well as personal understanding and support. He had previously attended a course for singles which had been suggested by his sister. The course had been helpful and he was anticipating that the FPP would provide a similar experience.

Owing to what he referred to as "other priorities", such as pressing business concerns, inner turmoil surrounding the divorce and discouragement over being rejected by his sons, Roger felt it was not a good time to take the FPP and decided not to attend. He felt his time would be better spent on more concerns of a directly personal nature before family concerns were approached.

Subject 6. Paul was a 36 year old elementary school teacher who registered for a FPP with his wife, Linda. They had been looking for a program that would assist them in "learning how to cope with children with special problems". They had two daughters, ages 6 and 3, the eldest being diabetic. Paul's goal in registering was to help his daughter become as independent as possible. He described himself as being unsure of how much responsibility to give her, to ensure her growing as a person, but still provide her with the necessary support that he felt a child needed.

Paul felt himself unable to attend the program owing to lack of child care. He felt that his wife should attend, and that with his beackground in education, he might already have a basic grasp of what they would be discussing. He also wanted Linda to be free of the children for at least one night a week and have a night out on her own.

With reference to self evaluation, Paul perceived himself to be above average in junior and senior high school but was not an especially hard working student. He perceived himself to be an adaptable person who could cope with just about any situation. He was an avid reader and had reasonably highly developed skills in carpentry and mechanics. Paul also saw himself as the kind of person who likes to rise to a challenge and tackle fairly difficult problems. He scored at the 63rd percentile on motivation for achievement. (Please refer to Table 1.)

Nothing in his school experience stood out over the others, except at the university level where he particularly enjoyed his personal contacts with his professors and fellow students. While some of his courses were described as especially stimulating, it was the personal contacts and discussions that were highlights. Paul had completed a four year Bachelor of Education degree. He received a score of 101 on the Education Scale.

Paul had experienced a number of significant changes in his life over the past year. On the transition scale checklist, he noted seven changes including the death of his mother and aunt, to whom he was especially close, the paying off of his mortgage allowing more financial freedom, being much more active socially and recreationally, and a change in professional activities in terms of promotion and new responsibilities. His oldest daught was also starting school that year.

Paul heard about the FPP from his wife, who had read the course announcement in the newspaper. He read the newspaper regularily with the radio being a second important information source, followed by television as being of much lesser importance. To learn about local events he relied most heavily on direct contact with other people.

Summary

With reference to the COR model, Paul scored at the 63rd percentile on achievement motivation (self evaluation). He perceived himself to be an above average student while in school and generally one who liked to tackle difficult problems.

He appeared to place a high value on education and was involved in a number of self-directed learning projects. He much preferred direct personal contact to classroom instruction. Paul had a four year Bachelor of Education degree. On the Education Scale, he received a score of 101.

Paul's goals in registering for the FPP were to learn ways of helping his oldest daughter achieve as much independence as possible within the context of her diabetes. His expectations were that from the comments of other parents he might learn some things applicable to his own situation.

Paul was involved in a number of major changes over the previous year (7) which included death of his mother and aunt, his daughter starting school, a job promotion, and becoming more financially independent.

Although Paul registered for the FPP he did not attend. He attributed this to lack of child care. He suggested that his wife attend in order that she could receive the information and bring it home to share with him. He also felt with his background in education that he would likely be familiar with most of the concepts taught in the course. Paul felt that there very few obstacles in his way in terms of being involved in a formal learning program, other than more minor factors such as time of course and day of the week.

Paul was informed of the program by his wife, who had read an announcement in a daily newspaper. Besides regularly reading the newspaper, he also subscribed to three magazines and regularly listened to the radio.

Commonalities Among Registrants

A. Self Evaluation

1. Both scored moderately high on achievement motivation (74th and 63rd percentile).

B. Attitudes about Education

2. Both scored very high on the Education Scale (81 and 101).

C. Goals and Expectations

1. Both felt there were few obstacles to becoming involved in learning other than their own motivation and personal priorities.

D. Transitions

1. Both had experienced numerous changes in the past year (9 and 7), although the nature of the changes were quite different.

E. Opportunities/Barriers

1. Both identified time factors as being barriers, especially finding a course that did not conflict with their own work schedule.

F. Information

1. While both were active readers, they were informed of the course by a relative.
2. Neither one paid much attention to who was giving the course or what it might consist of.

Section IV Non-Participants

Non participants were those individuals who had been given an opportunity to attend an FPP, but who declined. They had received a form with a course description asking them to indicate their degree of interest. (Appendix 9) The following two subjects both indicated no interest. Neither had attended a similar program before.

Subject 7. Peggy was a 27 year old mother of two pre-school children. She has been married for six years to her husband Greg, a carpenter. Peggy had her daughter enrolled in a play-school program where an FPP had been advertised. She returned the notice of the program to the teacher as requested indicating her decision not to attend the upcoming program.

Peggy confided in the interviewer that she saw no personal need of a course in parenting. She acquired the kinds of information and supports she needed about raising her children from family members, particularly an older sister, as well as other friends who she felt had been successful with their own children. While she had actively engaged in adult education courses, having taken two in the past year, she enrolled in programs which she thought would be intellectually stimulating or otherwise "keep her brain working".

Six years ago she left university to marry Greg. At that time she had completed her first year of a B.Sc. program. She had decided for the present to remain out of full time university classes until her children are both in school. She would then like to return and complete a degree in early childhood education. Peggy speaks very positively about past educational experiences. She was an above average student throughout her schooling. On the Education Scale she received a score of 96. On achievement motivation she scored at the 62nd percentile. Please refer to Table 1. She identified several areas of learning in which she would like to become involved. They represented a wide range of interests.

If Peggy were to return to school she would see herself as being an even more conscientious student than she was before, being much more willing to increase the amount of time spent on study.

Barriers to her returning to study were centered around cost and availability of child care. This was particularly true in the case of full time study. In terms of part-time study she saw her husband as being very supportive in terms of providing child care in the evenings. When questioned more specifically about barriers to her attending a parent education program, she noted that age and experience of the instructor would be important selection variables as would academic preparation of the instructor, and the instructor's philosophy of raising children. She had recently read an article in the newspaper about a doctor who described pregnancy in adolescents as being a maturing experience. This comment evoked a negative reaction which she admitted influenced her decision not to enrol in the FPP, as the statement was in considerable contradiction to her own values.

Peggy could identify no major changes as having occured in her life over the past year. It was her perception that her life had been very stable over the last twelve months with no eventful circumstances.

With reference to information sources, Peggy read widely in terms of daily newspaper, and weekly community paper as well as using the services of the local library. She also regularly watched the evening news on television. In terms of finding out about courses, she often went directly to agencies where courses have been offered in the past or telephoned them to enquire.

Summary

Peggy appeared to place a high value on education. On the Education Scale she received a score of 96. On achievement motivation she scored at the 62nd percentile. Peggy's goals in terms of learning were more general than specific. Her goal in terms of any learning experience was to involve herself in something which was intellectually challenging. She was not concerned about immediate application. In so far as she opted not to attend a FPP, she felt that learning methods of dealing with her children could be be achieved in other settings, such as from parents and older sisters, particularly those who had demonstrated success. Outside her family she would likely contact a university or college to receive information on child related concerns.

Peggy identified few barriers to impede her participation in any formal training programs other than cost and availability of child care. Her husband's support and willingness to look after the children in the evenings was a definite facilitator for her should she decide to enrol in a short-term course.

She could not identify any changes in her life over the past twelve months.

In terms of information sources, Peggy read widely and regularly watched television news.

Subject 8. Anita was a thirty four year old woman who had been married eleven years to her husband Matt. She was employed in a large department store on a part time basis, while her husband is an engineer. She had two children, ages 3 and 6. Anita and her husband moved from Vancouver two years ago due to Matt's employment.

Anita had a B.Sc. in dietetics. She worked as a dietition for about two years before giving birth to her first child. Since that time her work had been of a part-time nature, originally in a catering business but now as a floor manager of a department store. She had always aspired to be a dietition since grade five. Anita found the course very demanding but wanted to complete it even though many of the courses were uninteresting to her. While enrolled in that program she found she enjoyed courses in literature more.

Anita chose not to attend the FPP for a number of reasons. Initially she mentioned that most of her information about parenting comes from her friends, particularly a neighbor who has a graduate degree in education. In addition, her mother-in-law was a public health nurse who was familiar with young children who passed on information as well as providing needed support. Secondly, Anita described her role of mother as not having been a chosen one. She spoke about resentment that she feels towards her children for having taken away a great deal of her independence which had been very important to her. In a number of ways she said she had tried to dissociate herself from being a parent. She noted that when she was pregnant she did not read any books or material on or related to parenthood. Although she described herself as loving her children, it was a phase of her life, particularly as a parent of young children, that she would like to move quickly through. The majority of her friends were those who shared these same feelings in not placing their children in a predominant role and ones possessing extremely wide interests. She perceived the kind of people attending parent education courses as being "professional parents" or as those who took considerable pride in the way they related to and stimulated their children's development. She would prefer to spend only minimal time with such people.

Anita saw herself as placing a high value on education. She would have liked to have seen her children have as much education as they were capable of achieving, particularly her son. She felt compelled by her parents to go on past high school and even though she felt she would have made that choice on her own, she wanted to treat her children differently. The chief value coming out of her own education had been a general appreciation for learning. More than acquiring information, her education, particularly at the university level, helped her to be more outgoing and gave her a sense of confidence. Although not enrolled in any courses, Anita described herself as being a voracious reader, choosing a wide variety of subjects from world affairs to biography to novel. On the Education Scale she received a score of 86. (Please refer to Table 1.)

With reference to perception of ability, Anita saw herself as having been above average in school performance. Her perceived capabilities included being a good organizer and salesperson, flexibility, stability and ability to socialize. If she were to have returned to school she believed she would have been a conscientious student, and one who would be enthusiastic about her subject matter. The area she felt she was not good at was that of being a parent, especially when she looked aroung and saw the kinds of things other parents were doing with their children. She saw herself at that moment as being in a "holding pattern", not feeling the ambition to take on any projects or major undertakings. She attributed this in part to the ages of her children, but also in some measure to herself in not really knowing what she wanted. On achievement motivation she scored at the 38th percentile.

In relation to these latter comments, Anita had difficulty identifying any learning goals and objectives. The ones that she did choose came from the list presented to her by the interviewer and included physical fitness and investment. A longer term learning goal included returning to university and acquiring teaching certification, but she felt that time was still a long way off. Although she expects to feel restless at home when her children are both in school, she has no clearly defined goals, on her own admission, of what she wants to do with that time.

The changes that Anita had experienced over the past twelve month period have included her son starting school, her husband receiving a significant pay boost and an attempt to get out and know more people. She had made more of an attempt to meet more people this year by inviting people as guests into her home. Anita had felt, with the increasing independence of her children, that she was beginning to have more time for herself.

Barriers for participation in learning were relatively few for Anita. She noted that time of class, cost and location were important. The largest barrier, however, which loomed large over the others as previously alluded to, was her own lack of ambition. She expressed the opinion that there were, in reality, few blocks to her becoming more involved in learning other than her current low motivational level. Conversely, she said that few things would have to change in terms of her environment to facilitate her becoming involved in a learning experience. She had increasing amounts of time, her husband was supportive and there were many opportunities in terms of courses close by.

Information sources that Anita relied upon regularly included the daily newspaper and the evening television news. She was an avid reader as previously mentioned, and actively used her local library. She also referred to at least one periodical, a provincial newsmagazine, that she receives and reads on a weekly basis. During the latter part of the interview, when formal questioning had been completed, she did bring up the idea that someday she perhaps would attend a parent education program, but at present did not know where they were held.

Summary

While having received a four year science degree, Anita had been inactive since graduation in terms of participating in formal instruction. Her goals were more general than specific. She read widely and liked to keep informed by regularly reading the daily newspaper, a variety of periodicals and watching the television news. The subject matter of the FPP had no appeal to Anita as she relied on close friends, neighbors and family for child related information. Neither did she want to spend time with people whose whole focus would be on children. Anita scored at the 38th percentile on achievement motivation. On the Education Scale she received a score of 86.

With reference to life transition, Anita identified her eldest child starting school, being in better financial condition, and an attempt on her part to get out and meet more people. She prefaced these changes, however, by describing herself as being in a holding pattern, saying that she had not made any major changes in her life over the past three to four year period.

She felt that she had ample opportunity to involve herself in additional formal learning, having a very supportive husband, but felt that the only thing holding her back was her own lack of ambition. She remained content for the time being to maintain her part time job and center her activities around her home.

Commonalities Among Non-Participants

A. Self Evaluation

1. Both subjects scored lower on achievement motivation (38th and 62nd percentile) in relation to the other subjects, active participants and partial attenders.

B. Attitudes about Education

1. Both scored very high on the education scale (86 and 96).
2. Both had completed high school matriculation and at least one year of university.

C. Importance of Goals and Expectations

1. Both described their interests as being more general than specific.
2. Their selection of learning experiences was based more on what they perceived to be intellectually stimulating rather than immediately applicable.
3. In terms of learning a specific set of skills such as parenting, they would go to parents, friends or other family members who they perceived to be successful. If these people were unavailable, they would then inquire about instruction available through a college or university setting.
4. Learning of parenting skills was not among their priorities, numerous other learning areas being mentioned.

D. Transitions

1. Both subjects tended to downplay any changes they had experienced over the past year, either saying that they had not occurred or if they had occurred, they had been minimally effected.
2. Both subjects saw themselves in a "holding pattern" waiting for

their children to mature and increase their independence before they could make changes in their own lives.

E. Opportunities and Barriers

1. Both felt that cost and availability of adequate child care were barriers to their pursuing any long term educational goals although in terms of short term learning experiences, they were not nearly as large a problem.
2. Both expressed the opinion that if they wanted to participate in a learning experience there were actually few things stopping them.

F. Information

1. Both subjects read widely in a number of subject areas.
2. Both subjects regularly read the daily newspaper in addition to subscribing to a number of periodicals.
3. Both subjects noted that if they were to take a course they would want to know specifics, such as expertise of instructor and topics to be covered.

G. Miscellaneous

1. Both subjects referred to future educational goals in terms of wanting to attend university for additional training when their children would be attending school.

Section V General Trends

From having conducted interviews with the preceding eight subjects, all varying in levels of participation, the following trends were observed:

1. On the variable of self evaluation (achievement motivation), the in-

dividuals who displayed some degree of interest in the FPP were higher on achievement motivation than those who did not. Partial attenders and active participants scored the highest, followed by registrants. Overall there appeared to be a positive relationship between motivation and level of participation.

In terms of verbal self report the no interest subjects described themselves as having been of above average ability in school, while the other participants all described themselves as average.

In this study there appeared to be an inverse relationship between amount of education and level of achievement motivation.

2. Those subjects scoring highest on attitudes towards education displayed the lowest levels of participation. Those who scored highest on atitudes towards education were the least likely to be involved in the FPP. On the other hand, those who had the highest attitude scores on attitudes towards education had the most education.
3. There appeared to be some basis for differentiating varying levels of participation based on their goals and expectations. Regarding type of goal, those who persisted with the FPP (active participants) were more likely to have longer term goals regarding their families than short term ones. Their goals also tended to be more positive than negative, in that they were more likely to identify enhancement of functioning as a reason for attending as opposed to learning how to cope with a specific problem. Those who persisted with the FPP also made decisions about their level of attendance before attending the program while those who terminated prematurely waited until they had attended one session.

Those who displayed the lowest levels of participation were more likely to have learning goals that were unrelated to their families. When they did require information or support regarding their parental role, they consulted either close family members or friends who they considered successful parents.

4. The subjects expressing the most interest in the FPP, the active participants, partial attenders and registrants, tended to be involved in considerably more life changes than the no interest subjects. Divorce was the most frequently cited change, followed by changes in residence and jobs. While the first three levels of participation could not be differentiated based on the type of changes they had experienced, they could be better differentiated on the number of changes. Those displaying lower levels of participation with the exception of the no interest group, were more likely to have experienced a greater number of changes within the previous 12 months than those who persisted through the entire program.

5. While all subjects identified approximately the same number of potential obstacles to their participation in a learning experience, the nature of the obstacles appeard to vary with the level of participation. Spousal support was identified as important by active participants, while uncertainty of what they wanted to learn and lack of confidence were noted by partial attenders. Registrants identified time factors while the no interest registrants identified cost and availability of child care and lack of ambition. Men were also more likely to identify time factors while women noted factors related to child care, such as those referred to above.

6. All subjects used a wide variety of information sources in seeking to be kept informed of events going on around them. All subjects regularly

read a daily newspaper, listened to the radio, and to a lesser extent, watched television. In terms of becoming informed of the FPP, there did not appear to be any differences or trends among the first six subjects. The no interest subjects, however, were unaware of locations of programs and suggested that if they were to attend a program they would likely contact a university. This latter group was also more likely to want to know about certain details of their potential learning programs than others, such as course goals, content, and instructor qualifications.

7. Those displaying the highest level of participation, active participants, were also the most actively involved in other adult education experiences, while partial attenders were the least involved.

Chapter V

Discussion of Results

The final part of this study is divided into four sections. The first section is a discussion of the results obtained in the present study from the perspective of social motivation theory. The second section includes a critical review of the COR model with suggestions for further theory development. The third section reviews the appropriateness of a case study methodology in developing theoretical formulations. The fourth and final section includes a list of implications for practice.

Section I The COR Model as a Tool for Understanding Participation in Adult Learning

One of the most unique characteristics of the COR model is not so much the identification of the six variables previously referred to, but more their inclusion within a single conceptual framework. Cross has attempted to construct her model in such a way that participation is not seen as being the result of a series of discrete acts but more as the result of presently on-going behavior. In this sense the conception of behavior as being a "flowing stream" is tied into current thinking and research surrounding social motivation. This is consistent with the radical theoretical revision formulated by Atkinson and Birch (1970). They proposed that the problem for motivation is to understand the determinants of change in the stream of action as opposed to determining what drives impel specific behaviors. This revision in theory has included a more dynamic conception of human action in which behavior is viewed as a series of episodes perceived by the individual as extending into the future. In this manner, motivation is viewed not only in relation to an immediate task but how that task is related to future events and opportunities (de Charms and Muir, 1978).

The relatively recent reformulation of social motivation theory has had a number of important implications for further understanding of motives for participation. Raynor's work on future orientation (Atkinson and Raynor, 1975) as well as Weiner's (1981) research on attribution have expanded the general concept of motivation such that it has been used to account for a number of different dimensions of behavior or psychological functioning including self esteem, persistence, efficiency of performance, level of aspiration, goal setting, and creativity (Dweck and Wortman, 1981).

As a unifying construct within the COR model, motivation for achievement plays an important role. The model addresses itself to self evaluation, goals, expectations, barriers and opportunities, all of which have been related to motivational attributes and achievement behavior (Becker, 1981; Heckhausen, 1963; Weiner, 1976).

In the present study achievement motivation as measured by the Jackson (1974) scale best differentiated those who participated or in some way displayed an interest in the FPP from those who did not. Its significance would appear to be in part its ability to account for and unify the different components of the COR model as well as being able to generate questions which appear to further invite clarification and investigation within the context of adult education.

As a means of further developing the model the following discussion takes into account the results of the interviews and relates each variable to the construct of achievement motivation. This is in keeping with the general nature of the COR model in attempting to view participation as a process rather than being the result of a series of discrete events. Atkinson and Birch (1970, 1974) in their reformulation of achievement motivation have also suggested the presence of action tendencies which exist over extended periods of time involving preferences for certain activities over others, varying degrees of vulnerability to interruptions, differences in latency of initiating tasks, and specific reactions to success/failure. Cross (1981) has also suggested that due to the often competitive nature of education, achievement motivation has considerable relevance for a theory of voluntary participation in adult learning.

A. Achievement Motivation and Self Evaluation

In the present study self evaluation was measured by the Jackson (1974) Personality Research Form (Form E) - achievement motivation subscale as well as by verbal self report. The measure of achievement motivation as an index of self evaluation was in keeping with the Cross (1981) suggestion that those who lack confidence in their own abilities such as low achievers, avoid putting themselves in situations where their sense of self-esteem might be threatened, such as in volunteering for learning. Individuals high on self evaluation (high achievers) are more likely to seek out experiences as a means of enhancing their ability.

In considering the results of the study on the above dimension, however, the investigator found himself to be in somewhat of a dilemma. While the achievement-motivation subscale appeared to be one of the best single measures in differentiating those who displayed some degree of interest in the FPP (by either actively participating, partially attending, or registering) from those who showed no interest, it appeared to measure more than self evaluation. In spite of other investigators (Becker, 1981; Cross,

1981) positing strong positive relationships between self evaluation and achievement motivation the relationship is somewhat unclear. This was made evident in the no interest group. While they scored lowest on achievement motivation, they had attained the highest number of years of formal schooling and also rated themselves as being of above average ability. This is in comparison to the active participants and partial attenders group who scored higher on achievement motivation but yet who had fewer years of formal schooling and rated themselves as being of only average ability. This raises questions not only about the relationship between self evaluation and achievement motivation, but about self evaluation and participation. It appears that self evaluation may only be one aspect of achievement motivation. Achievement motivation appears to be an inclusive concept which takes in many components and in no way can be seen as being equivalent to self evaluation.

With specific reference to self evaluation, it appears possible that there may be certain factors within self evaluation that are more important than others in terms of participation. Lawson, Marshall, and McGrath (1979) have pointed to the importance of using specific measures of self evaluation rather than using global ones especially in predicting behavior in specific situations. The use of multi-dimensional test batteries of self evaluation would appear to be useful in further research in clarifying the relationship of self evaluation and participation. Other aspects of self evaluation in this context require investigation such as social self evaluation, and academic self evaluation, to mention but a few.

One might, however, also raise questions about self evaluation and participation from within the concept of achievement motivation in light of results obtained in the present study. It was earlier noted that the first two groups (active participants and partial attenders) reflected similar levels of achievement motivation. This might indicate that while a certain level of achievement motivation (or possibly self evaluation) may be important in getting someone to attend a program it may not be enough in and of itself to keep him there. Harmon (1977) has suggested that individuals may have two levels of motivation to attend a program: an initial motivation which underlies first attendance, and a secondary motivation which is formed in reaction to the program itself. In terms of self evaluation it is possible that an individual may see himself as being reasonably intelligent in terms of the course subject matter, but when he arrives to take a course may feel socially inadequate in relation to the other participants and not persist in a group learning experience. This may be similar to Boshier's (1973) incongruence concept in which a poor 'person-environment fit' is attributed as a cause of dropout.

An alternative explanation for the above is that the type of achievement motivation (or self evaluation) was different for groups 1 and 2. Atkinson and Birch (1970, 1974) refer to positive and avoidance motivation, in which the strength of the motivation to achieve is a function of action tendencies which represent positive motivation (or high self evaluation) to engage in certain behaviors and negative motivation (or low self evaluation) to to engage in certain behaviors. In the present study it is possible that active participants consisted of those who wanted to be better parents while partial attenders consisted of those who wanted to avoid being poor ones.

Atkinson and Birch (1970, 1974) have suggested that positively motivated individuals initiate achievement activities sooner, become more completely involved more quickly, and spend more time on tasks than individuals who are more motivated to avoid failure. Their theory also suggests that the motive to avoid failure increases the latency of initiating achievement tasks and increases the probability of choosing other non-achievement tasks. Additional research indicates that individuals motivated by a fear of failure (perhaps individuals with low self evaluation) are more vulnerable to interruptions that lead them completely out of the achievement situation (Dweck and Wortman, 1981). Related research has also demonstrated that students who tend to be successful prefer goals of moderate difficulty, whereas students with a high motive to avoid failure more often choose extreme difficulty levels and tend to be much more unsuccessful (Wilke, 1976). Is it possible that individuals with higher levels of self evaluation choose tasks that they are reasonably confident of attaining while those with low levels of self evaluation choose difficult ones with the hope of achieving mastery more on the basis of luck than effort or ability?

One wonders in the present study whether higher levels of self evaluation also contributed to enhanced persistence in a learning activity. On the converse is it also possible that those with lower self evaluation are also more subject to disruption?

The above questions underline the need to more closely examine what the relationship of self evaluation and participation is, particularly as it relates to being attracted to a learning experience, and persisting in that experience. The relationship between self evaluation and achievement motivation and how it affects participation appears unclear.

B. Achievement Motivation and Attitudes about Education.

A rather interesting finding was the relationship between achievement motivation and attitudes towards education. In the study those who scored highest on the Education Scale were generally lower on achievement motivation. As previously mentioned, those having high scores on the Education Scale also had the most number of years of formal schooling. It appeared that these individuals chose learning activities that were more solitary in nature such as reading. When they did involve themselves in group learning it was in essentially non-competitive situations such as exercise classes or general interest high school courses.

Is it possible that those who possess high positive attitudes toward education, but who are low achievers, are more likely to engage in less threatening types of learning such as reading, correspondance, or televised instruction? Due to the higher educational level of the no interest group is it possible that this group merely saw themselves as having more learning options than classrooom instruction? It was in fact this latter group that made more use of friend's and family to acquire parenting information. Do individuals with a lower level of education associate learning primarily with a classroom experience?

In reference to the above, Boyd and Apps (1980) have referred to transactional modes. In their model they note the presence of individual, group and community transactional modes where "transactional" is used to characterize the nature of the learner's situation. It may be that certain groups prefer one transaction mode over another or perhaps more important, that certain people see specific subjects as being presented better in a group transactional mode than an individual one. Individuals with lower self evaluations may also feel more comfortable as well as see themselves as being able to learn more efficiently in a group mode whereas those with high self evaluations are more confident of their ability to learn in an individual mode where they feel they have more control over the topic and the rate at which they learn. It seems in terms of educational level that those with a high school education level preferred a group situation in which to learn about parenting, while those with university level training preferred more individualized approaches.

One must also ask the question in considering the relationship between education and achievement motivation whether achievement motivation plays a far more influential role in participation in a group learning experience than does one's attitudes toward education.

There is also a concern as to which aspects of one's attitudes about education are the most influential in facilitating participation. In this study a global measure was used. The use of instruments with more clearly specified dimensions of educational attitudes might prove useful such as attitudes towards one's own school experience, attitudes towards the educational establishment, attitudes towards teachers, attitudes about adult education, attitudes about other adult learners, and attitudes of one's spouse or parents.

Related research might address the possible differences in attitudes towards education that exist between high achievers who choose learning as a way of seeking accomplishment from high achievers who do not.

All of these questions appear to be underlined by the need to more carefully define or specify factors involved in adopting or failing to adopt a positive view of education.

C. Achievement Motivation and Goals and Expectations

While achievement motivation appeared to be one of the best variables in differentiating those displaying interest in the FPP from those who did not, the nature of the subjects' goals and expectations also appeared to be a good discriminator. Of those who expressed interest in FPP, those most likely to follow through in the program were those who had primarily positive goals. Their participation in FPP was viewed as an extension of other factors in their lives which were important to them. One subject saw FPP as being an opportunity for him and his wife to share in an outside social activity that they might not otherwise have had. Another subject was actively involved in organizing a support group for women with an educational emphasis as well as teaching a catechism course with her husband. She also performed volunteer work in a social service agency. These subjects were also more likely to have mentioned ongoing involvement with other group members that extended beyond completion of the course itself. Their participation in this program was not an isolated event, but appeared embedded in a context of other similar events. This is in marked contrast to the partial attenders who had highly specific goals that related to coping with a problem. While they were attracted to the FPP as being a source of a potential solution to their difficulties with their children, they quickly terminated when their particular goals did not seem capable of being met in that context. This relates to the work of Raynor and Sorrentino (1975) in which they expanded their theory of achievement motivation to incorporate the effects of future orientation. The expanded theory states that "motivation is not only a function of the perceived probability of success and incentive value of an immediate task, but also a function of the probability of success and incentives of future tasks and goals, the attainment of which are contingent upon successful completion of the immediate task" (Chapter 7, p. 138).

Although the first four individuals all displayed relatively high achievement motivation scores the partial attenders appeared to see little long term benefit by attending the program while the active participants were able to see some immediate benefit as well as a long term benefit extending into the future.

The partial attenders made reference to perceived differences between themselves and other participants. Although this can be partially explained by the use of Boshier's (1973) concept of self/other congruency, the nature of these two subjects social contacts were highly restricted and the learning experience appeared to have a very limited purpose for them. While goals related to family issues may have been highly important in recruiting individuals to the FPP, persistence in that activity appeared highly related to the positive/negative dimension of those goals. Another influencing factor appeared to be the extent to which their reasons for participation was embedded in other factors extraneous to the course. This may be an indication that for individuals with broader goals and positive orientation, a group learning experience such as FPP may be highly appropriate but when goals are highly specific and negative (as when someone's reason for learning is specifically to overcome a problem) individualized methods of learning might be more appropriate. This latter group, however, might benefit from group learning and persist in that experience if they were placed in a homogeneous group in which the same basic concerns or problem areas were discussed. Homogeneity may be more important in retaining participants when goals of learning are to cope with a problem, such as Maslow's (1954) deficiency oriented learners as opposed to seeking enhancement (as in growth oriented learners). Participation in a program in terms of both recruitment and persistence would appear to be enhanced by carefully articulating the nature of the group and the specific topic areas specifically when dealing with groups with a highly focused problem orientation.

In this study the no interest subjects were quite emphatic about not having any interest in attending a parent education program. One subject noted how she avoided parents who she felt were excessively child centered. This same individual had also read very little in the area of child related concerns during her two pregnancies. Notable, however, was that she and the other no-interest subject acquired what they felt they needed to know about parenting through close family members (most notably mothers, older sisters) and friends, especially those they judged to be successful parents. They both appeared to have ready access to family members who could provide assistance. This is in distinction to the other subjects who had moved to Alberta from another province or whose family members were not otherwise accessible. The above raises a number of questions. Are those who are most likely to make use of a program such as FPP more likely to be those who do not have close ties to an extended family? It may be that in identifying their need for parenting information they may look to the most readily available source of such information. If their family or friends are close by, they may likely choose them, but if they have been removed by distance from their families they might be more likely to join an FPP. It is also possible that low achievers might be more likely to consult those they feel least threatened by, such as trusted friends or family, while high achievers might be more prepared to discuss their concerns or take in information from a group or from an "expert" opinion.

A final concern in discussing the relationship between achievement motivation and goals and expectations is to what extent these two variables are the same and overlap. Although people understandably have different goals which will affect what learning experiences they are attracted towards, to what extent do high achievers always have high expectations of what they can learn? To what extent do low achievers have low expectations whether that be of themselves or others? The concepts of achievement motivation and goals and expectations, if not the same, appear to be very closely linked.

D. Achievement Motivation and Life Transition

In the present study those who showed interest in attending a FPP had experienced a greater number of life changes than the no interest group. This is not only supportive of this component of the Cross Model but also of the earlier work of Aslanian and Brickell (1980).

In attempting to relate achievement motivation to life transition a number of questions arise from the study. Are high achievers more likely to be affected by life transition as a motive for participation than low achievers? Even though one of the no interest subjects had experienced a number of changes, especially as it related to her children, it did not act as a motivator for participation in the FPP. Are low achievers more likely to feel overwhelmed by life changes or transitions and less likely to associate such experiences with opportunities for increased learning? Weiner (1981) in further developing achievement motivation theory, has focused on cognition and in particular attribution. High achievers attribute success to their own ability plus the effort they apply to a task while low achievers attribute success to external factors and lack of ability. High achievers are more likely to see themselves as having control over their environment than low achievers.

Is it also possible that high achievers are more likely to view participation in a learning program as helping them deal with change? Brammer and Abrego (1981) have suggested that expectancy of control affects one's awareness of available coping alternatives. To the extent that people judge themselves to have control in a situation, the probability is that they will be less likely to perceive the situation as threatening and, in turn, less likely to manifest adverse reaction patterns which may then leave them more capable in considering identifiable ways of dealing with their changes.

Are there also a certain number of optimum changes which encourage learning? Is it possible that too many changes act as a deterrent to participation? In this study the active participants, while experiencing a number of changes, did not experience as many as the registrants or to a lesser degree, the partial attenders. Another factor which appears worthy of investigation is the perceived magnitude of change. The important factor may not be the absolute number of changes, but the perceived magnitude or long range effect of a change which again may be influenced by one's level of achievement motivation. High achievers may also be motivated by a smaller number of changes than what may be the case for low achievers.

Another characteristic of the partial attenders related to life transition was that there tended to be a larger time span between the onset of the life change and their participation than in the partial attenders and registrants. Individuals who expressed interest in the FPP in the midst of change(s) were less likely to follow through with the FPP. It may be adviseable to suggest a program such as FPP after an initial period of stability has been reached.

E. Achievement Motivation and Opportunities and Barriers

Achievement motivation may influence one's perception of those things in the environment that affect participation. While in the present study it was noted that all individuals identified approximately the same number of obstacles for learning, the active participants stated that if they wanted to attend an adult education course there was very little stopping them. The no-interest subjects stated, as well, that there was little stopping them with the exception of their own ambition.

Cross (1981) suggests that if an individual has a strong desire to participate that the force of his motivation will encourage him to seek out special opportunities and overcome modest barriers. For weakly motivated individuals, Cross suggests that modest barriers may inhibit participation while special opportunities may enhance the motivational force for participation. Information obtained from interviews tends to be supportive of this part of the model. This can also be stated in the form that high achievers will perceive there to be fewer barriers to their participation in learning than low achievers. Where high achievers perceive barriers they tend to see them as less an obstacle than low achievers. This may be related to locus of control (Rotter, 1966) in which high achievers perceive themselves as having control over external events while low achievers perceive themselves to have little or no control over those same events. High achievers are more likely to entertain strategies as to how they can participate in an event while low achievers would be far less likely to do so.

There appears to be considerable practical significance for this in that if one is attempting to attract high achievers to a learning program (F P P) one need be far less concerned about creating special opportunities as a means of enhancing participation, while with low achievers such facilitators as child-care, cost, location, and scheduling might be far more important.

F. Achievement Motivation and Information

While all subjects in the study made use of a number of information sources, the active participants appeared far more aggressive in seeking out learning opportunities than the no-interest subjects. In this respect the COR model is also supported. Providing information about a program will tend only to be facilitative to those individuals already displaying a high motivational level, while those with a low motivational level will be basically unaffected by it.

In this study the subjects with higher scores on achievement motivation showed considerable initiative in actively searching for learning experiences, such as the FPP, while the individuals lowest on achievement motivation were not aware of locations of such programs even though receiving the same written publications. Even when directly asked about where such programs were currently being offered they were unaware even though in the process of the investigation they had been given the announcement of a course. Both of these latter subjects also had children attending a school program which provided parent education programs, in cooperation with two other agencies, on a regular basis.

Knox (1981) has suggested that the use of information about available opportunities consists of a five stage process. The first stage is awareness, which entails an individual having been made aware of information through one or more sources whether it be friends, the media, or work acquaintances. A second stage is reflected when an individual shows interest in a program by seeking additional information. This stage is followed by evaluation which consists of weighing the advantages and disadvantages of participation. A trial period is the fourth stage which consists of trying the idea on a small scale in a rather tentative manner, such as deciding to attend one session of a learning program to see what it is like. The final adoption stage consists of deciding to continue in the educational activity.

Using the preceding framework of analysis, in the present study, high achievers (active participants) went through all five stages while partial attenders, who were high on achievement motivation as well, went as far as stage four. Registrants went as far as stage three and the no-interest subjects did not appear to reach stage 1. The question arising from this analysis is to what extent achievement motivation is related to one's level of awareness of available opportunities as well as to what extent action (participation) is based on this awareness. Other questions relate to the source of information that may be most effective in attracting low achievers versus high achievers. In this study low achievers acquired almost all information on parenting from friends and close relatives. In attempting to facilitate participation of certain groups one might move away from the use of mass media to emphasize more interpersonal techniques such as the use of advisory committees comprised of people similar to the types of people one wishes to attract.

Summary of Discussion Results

The COR model appears to have been basically supported in the foregoing study. Participation in adult education seems to be a phenomenon which is more heavily influenced by internal psychological variables than by external-environmental ones. The variables which appeared to be the most clearly associated with participation were self evaluation, goals and expectations, and to a lesser extent, life transition. Active participants were associated with high levels of achievement motivation, goals that were focused on enhancing their family life, as well as expectations that the FPP was a way of best achieving those goals. They also experienced a greater number of life transitions than did those individuals who chose not to attend a FPP.

A difficulty in having chosen achievement motivation as a measure of self evaluation was the over inclusive nature of the concept. This led the investigator to believe that achievement motivation over-lapped with other variables within the COR model, particularly goals and expectations.

It also appeared to be related to how one perceives the presence of barriers to participation as well as the degree to which one seeks out information about potential learning experiences.

While Cross has attempted to build a model consonant with recent reformulations of social motivation theory such variables within the latter, such as level of aspiration, goal setting, persistence, future orientation, attribution of causality and latency of initiating tasks performance, might more carefully delineate the relationships among the COR variables. As such these different aspects of social motivation theory do not appear to be well accounted for in the model.

One variable which produced a finding somewhat in contradiction to the model was attitudes about education. In this study positive attitudes about education were associated more with lack of participation. This variable appeared to be too general. Its connection to the remainder of the model requires further investigation with more clearly defined and sharply focused measurement devices. Study is needed within a social-motivational context to examine the relationship of intervening variables relating attitudes about education to participation such as aspiration, and membership in reference groups.

A primary difficulty with the COR model appears to be the over-inclusiveness of its variables. It is a very general model which is potentially capable of explaining almost all levels of participation but is yet far from being able to serve a predictive role.

The main contributions of the COR model appear to be an integration of several pre-existing theories of participation with the context of recent social-motivation theory. Its emphasis on internal psychological factors as being more influential than external environment ones has direct implications not only for theory but practice as well, to be later discussed.

As yet, however, there appears to be a gap between social motivation theory and the COR model. The model will most likely require expanding upon to account for social motivation theory concepts. This would appear necessary before a working model of participation can be developed.

Section II Criticisms of the COR Model

One of the purposes of the present investigation was to study the COR model by applying it to a group of learners in a specific learning context and to then indicate how the model could be further improved upon. In light of the above study a number of observations are presented.

1. Lack of specificity. While the COR model was capable of accounting for the participation levels of the eight subjects in the study, it appears to suffer from being too general. The variables of which it is comprised are very global in nature and lack specificity. In looking at the variable of self evaluation, for example, it is difficult to determine what type of evaluation is implied. In the field of adult education many types of self evaluation could be involved, such as academic, social and personal (Fitts, 1965). As well, attitudes about education seem to be made up of a potentially large number of dimensions and is most likely not a unidimensional construct. As alluded to earlier in the study, attitudes about education might consist of attitudes towards grade school, teachers, other students, educational institutions, education as a value, and adult education. This is also hampered in that, to the investigator's knowledge, there are no multi-dimensional measures of adults' attitudes towards education that have been standardized on a large population.

    In reference to the variable of goals and expectations this might be further divided into separate variables such that the type of goals a person has could be investigated relative to the kind of learning they chose apart from their expectations of success/failure.

Achieving greater specificity would also be assisted by restating the nature of the COR variables more in keeping with those of recent social motivation theory. Self evaluation, for example, might be more adequately investigated in terms of locus of causality and level of aspiration. Goals could be discussed in terms of future orientation, and opportunities and barriers in terms of persistence and preference for task difficulty. Variables such as attitudes towards education might be replaced by ones more specific to membership in reference groups.

2. Inter-relationships among variables appears unclear. While Cross (1981) has emphasized the importance of internal psychological factors over external ones, the distinctions she makes in her model may be far more complex than as presented. For example, on the basis of this study one might want to question the relationship between self evaluation and barriers/opportunities. It was noted in the study, for example, that those who scored high on achievement motivation perceived fewer barriers to their participation than those who scored low. It is perhaps possible that the relationships as presently specified are too rigid to account for participation in most individuals and that for different people the relationships between variables may take on a different form. With some individuals, such as those with a high locus of external causality (Weiner, 1981), external factors may be far more important in determining participation than internal ones. It may be possible that this model as it is presently constructed best applies to people within only certain age ranges, such as those between 25 and 45 years of age, but account poorly for participation over the age of 60.

As the model now stands, it appears that the six variables are far from being independent. It would appear highly useful to begin exploring these relationships by conducting correlational studies. It appears possible that more variables will have to be introduced into the model as each of the present variables are more clearly specified and relationships established.

3. The COR model is essentially a linear one. Social motivation theory on which the COR model is based has been developed almost exclusively in laboratory settings using a very narrow range of activities. The generalizability of social motivation theory while showing promise, is still limited in that it has been tested primarily within entrepreneurial or economic risk situations and has not been applied to other areas of achievement such as science, literature, art, or the humanities (Jung, 1978).

A very basic premise on which the COR model is based is that individuals are predisposed towards certain levels of participation with the immediate environment playing a secondary role. The influence of other people is seen primarily in terms of how they influence one's attitudes towards education rather than in an even broader social context. To the extent that the model supports a view of participation as resulting from a causal chain of events, it appears to deny or minimize the mutual interaction of events, one upon the other, and the influence of all variables upon one another. For example, in the model, life transition and self evaluation are pictured as being completely independent despite evidence to indicate that often during transition, self evaluation is highly effected (Brammer and Abrego, 1981). Certain variables such as self evaluation, attitudes about education, and goals and expectations are seen as being highly interactive while others, such as information, are seen as being relatively isolated. In this regard, Cross' reference to the work of H.L. Miller on the relationships between people's socio-economic circumstances and participation in adult education and the inclusion in her model of the elements, life transitions, barriers and opportunities, and information (sources of, availability, control of), give a hint of a broad sociological perspective. This, however, appears to be discounted in favour of a psychological perspective as represented in an emphasis on the first three elements of her model.

If there is a major factor(s) missing in the model it is the absence of a clear reference to social-political and social-economic factors influencing participation. While it is arguable that psychological variables may be more important than sociological ones the latter set of variables have not been adequately accounted for within the model.

While the importance of the individual and his predispositions towards participation can still be recognized, the orderliness in which the model describes participation is questioned. If one views participation as arising from a series of events, it is highly probable that any event or interaction of events may precede participation. Rather than indicating directionality it is suspected that a more comprehensive model of participation would allow for any possible combination of events to account for participation.

A basic problem in choosing a model that is complex enough to account for reality is that it is often less useful than a more simplistic one in acting as a working model (Egan and Cowan, 1979). Lippitt (1973) has suggested that models with applied utility need to be two dimensional, linear and basically nonmathematical. Three dimensional models of a non-linear nature, while often more accurate, do not usually help the practitioner.

The adoption of a linear model of participation carries with it the implication that certain prescribed interventions on the part of the adult educator will lead individuals to participate. For example, it might lead an adult educator to believe that by merely changing the form of advertising, and/or conducting a mass campaign to change attitudes towards education, that increased participation will be forthcoming. The forces for participation appear far more complex than what can be included in a cause-effect model. What may be more useful is to adopt a systems framework that, while recognizing various elements as effecting participation, would allow the adult educator to appreciate the complexity involved.

A systems model whether developed in a mathematical or graphic form based on the assumption of circular causality might better focus on the inter-relationships between variables within the theory. A systems conceptualization might be better able to view the total process of participation without becoming lost in individual detail. It might also provide the educator with a more complete picture of different points within the system that one might intervene. Within a systems framework the relationships between its various components also remain more fluid, allowing a perhaps more accurate picture of factors influencing participation as an individual or a specific context changes.

Within the COR model the elements comprising the systems view of participation would consist not only of the six variables identified by Cross, but include social-economic and social political factors as well. It is possible that while internal psychological variables might be most influential in effecting participation with some individuals, these would indeed interact with, effect, and be effected by the broader social context of which one is a part. This need not lead to one adopting a passive attitude towards attracting individuals to educational experiences. The practitioner, basing his activities on a systems model, might choose to direct his limited resources to pre-existing groups or those individuals who already have a history of interaction. These groups might consist of church organizations, professional groups, social clubs, or those who have identified themselves as having common needs. The variables that effect participation may well vary within groups as well as their respective influence on one another.

The COR model might well be adapted to conform to a systems orientation which, while recognizing individual factors such as achievement motivation and life transition, would place them in a broader social context than what is presently the case.

Usefulness of the COR Model

The COR model, while at best being a basic portrayal of participation in adult education, has accomplished a number of objectives. First, it represents the beginnings of a formal theory of participation, have integrated the works of several independent theories both from within adult education as well as psychology. In so doing it has drawn attention to a number of variables that, while broad in nature, possess considerable heuristic value. It also represents an attempt to conceptualize the role of internal psychological events to external environmental ones consistent with current research and theory. Another useful aspect of the model is its potential to direct practice in which participation is viewed less as being a response to environmental manipulation such as advertising and more as sensitivity to the learning characteristcs and needs of individuals and specific groups.

While greater specificity in terms of variables is called for as well as further investigation of variable inter-relationships, its development within a more systemic framework appears to show promise for extending the model to more completely account for the complexity of the phenomenon for which it is designed to describe.

In the present study the model's investigation within the applied context of parent education has stimulated the raising of a number of questions. Regarding social motivation theory, it appears that several variables within that conceptual framework such as self esteem, persistence, efficiency of performance, level of aspiration, goal setting and creativity, could be more carefully articulated within the COR model. This would allow for the more thorough investigation of the relationship of self evaluation and achievement related variables such as positive and negative motivation, preference for task difficulty, and persistence.

Similarily with attitudes about education, a number of questions were raised, such as level of achievement motivation and preference for "transactional" mode of education. It appears that attitudes about education may consist of clusters of attitudes which may require sharper definition in terms of which clusters are more potentially useful in explaining or describing participation. Also, what differentiates those who chose education as a means of achievement from those who choose other modes?

The goals and expectations part of the model brought to attention the integral role this variable (or set of variables) appears to potentially play in accounting for participation. Those whose goals for education are firmly embedded in the context of other life events appear to be much more likely to participate in an organized learning experience. For example, those who see participation as not only being a way in which they learn but also as an opportunity to meet others and, in the case of the FPP, have an evening out with their spouse. Those who participate with a goal of trying to cope with a perceived negative event appear to be high risks for drop-out. It also appeared that for those individuals with higher levels of formal schooling there was a higher probability of using family members and friends as a means of acquiring information about parenting than from group instruction.

Life transition appeared to be a significant factor associated with participation. The question arose as to whether high achievers are more likely to be effected by life transition as a motivating factor for learning than low achievers. High achievers may be more likely to choose a course of instruction in response to a life transition than a low achiever. Questions were raised as to whether or not there exists a certain optimum number of changes or magnitude of change in relation to whether or not one chooses a learning experience.

Achievement motivation appears highly related to the perception one has of his environment, particularly in terms of appraising barriers to participation. High achievers generally perceive few barriers to participation while low achievers place more emphasis on environmental restraints. Low achievers require more inducements to participate, such as child care and convenient locations, than high achievers.

Those high on achievement motivation also appear to seek out information more than low achievers. Acquisition of information appears in many ways to be more a result of high motivation than a cause of it, particularly as it relates to participation. While all persons of different levels of achievement appeared to have the same information sources, they used this information differently.

The placement of the COR variables within a systems model of participation is seen as being the next stage of development using social motivation theory as being a means of articulating the system components.

This may involve the unit of intervention changing from that of attracting individual learners to attracting already existing groups. Stated another way, it may be important to examine individual participation within the context of significant relationships in which people interact. Variables contained within the model would not be linked in a rather restricted fashion with each presumed to build on the one preceding, but to include simultaneous interaction of all variables, whether those variables were internal psychological ones or external environmental ones.

Section III The Case Study Method

There has been considerable discussion of the contribution made by single case studies (Davidson and Costello, 1969; Hiesler, 1971; Lazarus and Davison, 1971). Lazarus and Davison (1971) in particular have discussed six advantages of single case studies: (1) to cast doubt on a general theory; (2) to provide a heuristic device toward better-controlled research; (3) to investigate rare but important phenomena; (4) to apply principles and notions in new ways; (5) to demonstrate a scientific point; and (6) to place "meat on the 'theoretical skeleton' by amplyifying upon an experimental procedure in an applied setting.

Case studies, however, are not without their disadvantages. Because of their narrow focus on a small number of subjects they are limited in their representativeness. They do not allow valid generalizations in and of themselves to the population from which their subjects come until appropriate follow-up research is accomplished. They are also vulnerable to subjective bias (Issac and Michael, 1979).

In the present investigation a case study methodology was used primarily to expand upon the COR model and suggest future directions for controlled research in terms of motivation for participation. The case study methodology appears to have been useful in this study due to the COR model requiring greater specificity before controlled research would be most beneficial. From this study operational definitions of variables within the model might be more appropriately developed. A second reason, in the opinion of the investigator, for the appropriateness of case study methodology was not only to attempt clarity of the variables within the model, but to also suggest relationships that might be examined initially using correlational studies. A third factor influencing selection of this technique was the need to remove the study of social motivational processes from the pure laboratory appreach to one in an applied setting. Through the questions raised by the study it was hoped, by the investigator, that not only would more socially relevant questions be presented for experimental study, but that those working in the applied setting would test or further examine practical implications of the model in a more controlled manner.

In retrospect looking back on the study, there are a number of things that might have been done to improve the study. To make a case study as meaningful as possible it is helpful to make use of standardized test instruments such that results on a particular measure can be compared to a larger group. This was particularly so in this study in comparing subjects' responses to the Education Scale. Another suggestion for further work would be to have a number of different measures of each concept. In this study a number of different measures of self evaluation would have proven useful over and above the achievement motivation subscale of Jackson (1974) and the verbal self report of subjects. This would also potentially increase the number of research questions.

Due to the nature of recent reformulations of social motivation theory (de Charms and Muir, 1978) it might have proven useful to have collected information at several points during the participation of subjects, rather than merely at one point such that stability of perception might be assessed.

An additional point relates to the homogeneity of subjects. It was felt in the present study that interviewing more no-interest subjects would have added to the completeness of the investigation in further assessing the model's ability to account for participation under a number of different conditions. The subjects selected for the case study were also small in number and relatively homogenous in terms of socio-economic, or class, identity. This has not permitted an adequate analysis of the three elements in the model which relate to the sociological perspective. The study is thus limited in its ability to be generalized to a wider population, and in its contribution to a general theory of participation in adult education, which must take into account both psychological and sociological aspects of the problem.

Generally, however, it was felt that the case study method was an appropriate one, taking into account the elementary stage of development of the model and the need to clarify and develop operational measures of variables. It appeared to actively invite subject participation with all subjects cooperating fully in terms of freely giving their own time, thoughts and perceptions. It is also a type of research methodology that lends itself well to applied settings when a large sample size and control groups are not feasible. While not a substitute for experimental research, it has proven useful in stimulating the development of new questions.

Conclusion

The preceding was undertaken to assist in the development of a theory of participation in adult education. From examination of the Cross Chain of Response Model a number of questions were raised, using the format of a case study. These questions arising from the close examination of eight individuals allow for the formation of hypotheses which can be examined in a more controlled manner.

The COR model appears to be an extremely useful device from a heuristic standpoint. In attempting to integrate recent findings in social motivation research with theoretical formulations in adult education, it provides a focus for the investigator such that the role of internal psychological variables might be more closely studied in relation to those of a more external nature. A major problem with the model, however, is related to this same point, in that while emphasizing the influence of psychological variables it has tended to exclude those of a more sociological nature.

The model's rather linear conception of participation does not appear in keeping with the many potentially complex factors influencing motivation to become involved in a learning experience. A major task would appear to be the development of a model more systemic in nature which would not only include the variables identified by Cross, but account for their complex interrelationships, many of which might change over the life of the participant. The COR model remains a device that raises many questions and for the time being cannot be considered an explanatory model.

Extending the model such that psychological factors are more highly specified and sociological variables more widely recognized would appear to extend its usefulness.

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APPENDIX I

The Education Scale

Read each item carefully and underline quickly the phrase which best expresses your feeling about the statement. Wherever possible, let your own personal experience determine your answer. Do not spend too much time on any one item. If in doubt, underline the phrase which seems most nearly to express your present feeling about the statement. Work rapidly. Be sure to answer every item.

1. A man can learn more by working four years than by going to university.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The more education a person has the better he is able to enjoy life.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. Education helps a person use his leisure time to better advantage.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. A good education is a great comfort to a man out of work.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. Only subjects like reading, writing, and arithmetic should be taught at public expense.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. Education is no help in getting a job today.

Strongly Agree Agree Undecided Disagree Strongly Disagree

The Education Scale (cont.)

7. Most young people are getting too much education.

Strongly Agree Agree Undecided Disagree Strongly Disagree

8. A university education is worth all the time and effort it requires.

Strongly Agree Agree Undecided Disagree Strongly Disagree

9. Our schools encourage an individual to think for himself.

Strongly Agree Agree Undecided Disagree Strongly Disagree

10. There are too many fads and frills in modern education.

Strongly Agree Agree Undecided Disagree Strongly Disagree

11. Education only makes a person discontented.

Strongly Agree Agree Undecided Disagree Strongly Disagree

12. School training is of little help in meeting the problems of life.

Strongly Agree Agree Undecided Disagree Strongly Disagree

13. Education tends to make a person less conceited.

Strongly Agree Agree Undecided Disagree Strongly Disagree

14. Solution of the world's problems will come through education.

Strongly Agree Agree Undecided Disagree Strongly Disagree

15. High school courses are too impractical.

Strongly Agree Agree Undecided Disagree Strongly Disagree

16. A man is foolish to keep going to school if he can get a job.

Strongly Agree Agree Undecided Disagree Strongly Disagree

The Education Scale (cont.)

17. Savings spent on education are wisely invested.

Strongly Agree Agree Undecided Disagree Strongly Disagree

18. An educated man can advance more rapidly in business and industry.

Strongly Agree Agree Undecided Disagree Strongly Disagree

19. Parents should not be compelled to send their children to school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

20. Education is more valuable than most people think.

Strongly Agree Agree Undecided Disagree Strongly Disagree

21. A high school education makes a person a better citizen.

Strongly Agree Agree Undecided Disagree Strongly Disagree

22. Public money spent on education during the past few years could have been used more wisely for other purposes.

Strongly Agree Agree Undecided Disagree Strongly Disagree

APPENDIX II

Below you will find a series of statements which a person might use to describe himself. Read each statement and decide whether or not it describes you. Then indicate your answer on the space following by circling the "True" or "False".

1. I will not be satisfied until I am the best in my field of work. True False
2. I would work just as hard whether or not I had to earn a living. True False
3. People should be more involved with their work. True False
4. I do not let my work get in the way of what I really want to do. True False
5. I enjoy difficult work. True False
6. My goal is to do at least a little bit more than anyone else has done before. True False
7. In my work I seldom do more than is necessary. True False
8. I try to work just hard enough to get by. True False
9. I often set goals that are very difficult to reach. True False
10. I am not really very certain what I want to do or how to go about doing it. True False
11. I seldom set standards which are difficult for me to reach. True False
12. It doesn't really matter to me whether or not I become one of the best in my field. True False

13. As a child I worked a long time for some of the things I earned. True False

14. People seldom think of me as a hard worker. True False

15. I have rarely done extra studying in connection with my work. True False

16. I don't mind working while other people are having fun. True False

APPENDIX III

The following items describe a variety of life events. Please read down the list and place a check mark (✓) behind any events you have experienced in the last year.

1. A change in your own personal health or that of a family member.................................. ______
2. A change in relationship to your work............. ______
3. A change in your financial circumstances.......... ______
4. A change in living conditions..................... ______
5. A change involving your relationships with others. ______
6. A change involving any member of your family...... ______
7. A minor violation of the law...................... ______
8. A change in church activities..................... ______
9. A change in your recreation....................... ______
10. A change in social activities..................... ______
11. Other (please specify) ________________________________

    ____

    ____

APPENDIX IV

What were your goals or objectives in registering for the "Focus on Parenting" program? Check all items according to their level of importance for you.

Important: IMP. Very Important: V.IMP. Not Very Important: NOT V. IMP.

	IMP.	V.IMP.	NOT V.IMP.
1. Become better informed	____	____	____
2. Personal enjoyment	____	____	____
3. Meet new people	____	____	____
4. Be a better parent	____	____	____
5. Be a better husband or wife	____	____	____
6. Get away from routine	____	____	____
7. Understand community problems	____	____	____
8. Serve my church better	____	____	____
9. Further spiritual well-being	____	____	____
10. Work for solutions to problems	____	____	____
11. Feel sense of belonging	____	____	____
12. Get away from personal problems	____	____	____
13. Improve communication within my family	____	____	____
14. Curiosity, learning for sake of learning	____	____	____
15. Become a better citizen	____	____	____
16. Learn how to discipline my children	____	____	____
17. Other, please describe (____________________)	____	____	____

N

In this section, I would like to find out about your interest in learning new things.

1. Is there anything in particular that you'd like to learn more about, or would like to learn how to do better? If yes, circle 1; if no, circle 2.
    1. Yes - go on to Question 2
    2. No - please skip to the next section
2. Listed below is a wide variety of subjects and skills which people might wish to study or learn. If you had your choice, and didn't have to worry about cost or other responsibilities, which ones interest you enough to spend a fair amount of time on them? Circle the numbers next to all the subjects or areas on this page and the next which you would be interested in learning.

AREAS OF LEARNING

1. Agriculture, farming
2. Architecture
3. Basic education, such as reading, basic math
4. Biological sciences, such as biology, botany
5. Business skills, such as typing, accounting
6. Child development, such as parenthood, childcare
7. Canadian citizenship
8. Commercial art, such as design, fashion
9. Community problems and organizations
10. Computer science, such as data processing, programming
11. Consumer education, such as buying credit
12. Cosmetology, such as beauticians
13. Crafts, such as weaving, pottery, wood working

14. Creative writing
15. Education, teacher training
16. Engineering
17. English language training
18. Environmental studies, such as ecology, conservation
19. Fine and visual arts, such as art, photography
20. Flight training
21. Gardening, flower arranging
22. Great Books
23. Home repairs
24. Humanities, such as literature, philosophy, music
25. Industrial trades, such as welding, carpentry
26. Investment, such as money, finance
27. Journalism
28. Languages, such as French, German, Chinese
29. Law
30. Management skills, such as business administration
31. Medical technology, such as x-ray technician, dental tech.
32. Medicine, dentistry
33. Nursing
34. Occult sciences, such as astrology, tarot
35. Performing arts such as dance, music, drama
36. Personal psychology such as encounter groups, everyday life
37. Physical fitness and self defense such as exercise,karate
38. Physical sciences, such as physics, math, chemistry
39. Public affairs, such as current events, world problems
40. Public speaking
41. Religious studies, such as Bible, meditation
42. Safety, such as first aid, water safety
43. Salesmanship
44. Sewing, cooking
45. Social sciences, such as economics, sociology
46. Sports and games, such as golf, bridge, swimming
47. Technical skills, such as auto mechanics, tv repair

48. Travel, living in a foreign country
49. Other, please specify______________________________

____

____

3. Of the areas listed in question 2, which would you most like to study or learn? Please write in the names or numbers of your first, second, and third choices in the spaces below.

First choice________________________________
Second choice________________________________
Third choice________________________________

4. Regarding your first choice in the above, would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area? Circle one of the following numbers.

1. No, doesn't matter, don't care
2. Certificate of satisfactory completion
3. Credit toward a high school diploma
4. Credit toward a skill certificate or license
[✓ 5. Credit toward a two-year college diploma]
6. Credit toward a four-year university degree (B.A.)
7. Credit toward an advanced degree (M.A., Ph.D)
8. Other, describe________________________________

____

5. There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted? Circle the one which best describes how you would like to study this field.

    1. Lectures or classes
    2. Short term conferences, institutes or workshops
    3. Individual lessons from a private teacher
    4. Discussion groups, informal book club or study group
    5. Travel-study program
    6. On-the-job training
    7. Correspondance course
    8. T.V. or video cassettes
    9. Radio, records, or audio cassettes
    10. Work on a group action project
    11. Study on my own, no formal instruction
    12. Other, please specify____________________________

6. How often would you want to attend classes, training sessions, or study on your own? Circle only one.

    1. One evening a week
    2. Two or more evenings a week
    3. One morning or afternoon a week
    4. Two or more mornings or afternoons a week
    5. One full day a week
    6. Two or more full days a week
    7. One weekend day a week
    8. Both weekend days a week
    9. One or two evenings a week plus some weekends
    10. One or two evenings a week plus one or two weeks during the summer
    11. Two weeks to a month during the summer
    12. Other, ________________

7. There are many places people can go to study or learn. Where would you want to go to learn the area you chose first in Question 3? Circle one choice.

1. Public high school, day or evening
2. Public two year college or technical institute
3. Private vocational, trade or business school
4. Four-year college or university
5. Graduate school
6. Community run "free school"
7. Business or industrial site
8. Employer
9. Religious institution or group
10. Community or social organization, such as YMCA
11. Correspondance school
12. Government agency (federal , provincial, or municipal)
13. Library or other cultural institution (museum)
14. Fine or performing arts or crafts studio
15. Recreational or sports group
16. Individual instructor
17. Home
18. Other, describe________________________________

APPENDIX V

Many things stop people from taking a course of study or learning a skill. Circle all those listed below that you feel are important in keeping you from learning what you want to learn.

1. Cost, including books, learning materials, child care, transportation, as well as tuition.
2. Not enough time
3. Amount of time required to complete a program
4. No way to get credit for a degree
5. Strict attendance requirements
6. Don't know what I'd like to learn or what it would lead to
7. No place to study or practice
8. No child care
9. Courses I want aren't scheduled when I can attend
10. Don't want to go to school full time
11. No information about places or people offering what I want
12. No transportation
13. Too much red tape in getting enrolled
14. Hesitate to seem too ambitious
15. Friends or family don't like the idea
16. Home responsibilities
17. Job responsibilities
18. Not enough energy or stamina
19. Afraid that I'm too old to begin
20. Low grades in the past, not confident of my ability

21. Don't meet requirements to begin program
22. Courses I want don't seem to be available
23. Don't enjoy studying
24. Tired of going to school, tired of classrooms
25. Other (please describe)________________________________

____

____

____

Of the items you have just circled, which ones would be your largest barriers for learning something new? Please identify the three most important.

First________________________________

Second_______________________________

Third________________________________

APPENDIX VI

How did you become aware of the "Focus on Parenting" program? Please check any of the following that apply.

___brochure sent out from school
___announcement in newspaper
___radio
___television
___close friend
___spouse
___teacher
___guidance counselor
___private or public agency
___from one of my children
___from another parent
___psychologist, social worker, physician, clergy, etc.
___other(please specify____________________________)

If you were called upon to organize a similar parent education program what would you do to make people aware of it's existence?____

____

____

____

____

____

APPENDIX VII

Perception of Abilities

1. No two people have the same abilities, nor are there any two people equally strong on the same ability. As you think about your own abilities, you will likely think of some as being stronger than others. What do you think are your stronger abilities?

____

____

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2. How old were you when you left school?______________

3. What were the circumstances around you leaving school?

____

____

____

____

____

Perception of Abilities (cont.)

4. Please describe what you feel are your strengths in each of the following categories.

a) athletics/recreation____________________________

b) relationships____________________________

c) academics____________________________

d) socializing____________________________

e) career/job____________________________

f) domestic affairs____________________________

5. What kind of a student do you think you would be if you were to return to school?____________________________

Attitudes Toward Education

1. How important to you were past educational experiences you have had? Were there some educational experiences that were particularly important?

2. Tell me something about your years in school. Do you have a particular overall feeling about your school experiences?

Attitudes Toward Education (cont.)

3. Do you ever wish you had spent more time on your education?

4. What value do you place on education?

Life Transition

1. What's the best thing that happened to you all year?

2. Have there been any major changes for you over the past year?

3. Has anything happened to you in the past year or so that will not likely happen again in your lifetime?

4. Are you doing anything different this year than you did in the previous year?

Goals and Expectations

1. Do you have any goals you are presently working towards, such as goals related to career/job, physical health, family, education, relationships with others, etc.?

Of the goals you have just described which ones are the most important?____________________

2. What kind of goals did you have for yourself in registering for this program ("Focus on Parenting")?________________

Goals and Expectations (cont.)

3. Based on what you knew about parent education programs what kind of things were you expecting in this program? (For attenders, dropouts, and registrants only)

____
____
____
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____

4. What kind of long range plans do you have for yourself?

____
____
____
____
____
____
____

Goals and Expectations (cont.)

5. What have you suceeded at in your life so far? Were these things that you had intentionally set out to attain?

6. Is it meaningful to you to set goals in your life? If so can you tell me about some of your goals? To what extent are learning experiences both formal and informal included in your goals?

Information

1. We all learn things every day, we can't help but be exposed to new information. How would you say you receive this information?

___books ___magazines ___periodicals

___newspaper ___radio ___tv ___courses

___other people ___special interest groups

___other (please specify)________________________

____

____

____

____

2. The last few decades have seen big changes in the availability of information about what is going on in the world around us. What kinds of information in the world around you is important to you? How do you obtain this information - ie what information sources do you rely on?

____

____

____

____

____

____

____

Information (cont.)

3. Do you make a point of knowing what is happening in other countries? If so, how do you obtain your information?

____

____

____

____

____

____

____

4. Do you make a point of knowing what is happening in your own town, community, or local area? If so, how do you obtain your information?

___newspaper ___radio ___tv ___friends ___your children

___community organizations ___church ___bulletin boards

other (please specify) ___________________________

____

____

____

____

____

Barriers and Opportunities

1. When you were first thinking about taking this particular course ("Focus on Parenting"), what things occurred to make it possible? What factors were there that seemed to be playing a role in stopping you from coming? (To be asked of course attenders and dropouts only).

2. A respected friend of yours is encouraging you to take either a college course, an updated training program related to your job, or a night course in an area of interest (photography, cooking, etc.). If you decided to follow his/her advice, what types of things would make it easier for you to participate in this learning experience? If you decided not to follow his/her advice, what type of things would hold you back from participating in this learning experience?

2. (continued)

3. Tell me what your evenings are typically like. Tell me what your weekends are typically like. What would have to be different about these evenings or weekends in order for you to "slip-out" and do some things that would be really exciting to you?

APPENDIX VIII

1. What questions would you ask an individual in order to determine how he evaluates himself, particularly his ability to learn new things?
2. What questions would you ask in order to determine what an individual's attitudes towards education is?
3. What questions would you ask to determine what kind of goals a person has, particularly any goals that might be related to education?
4. What questions would you ask to determine the number of life changes a person has experienced over the past year?
5. What questions would you ask in order to determine what opportunities and barriers a person perceives in terms of him/her becoming involved in a formal learning experience.
6. What questions would you ask in order to determine what a person's sources of information are?

APPENDIX IX

ANNOUNCING "FOCUS ON PARENTING"

Summer, believe it or not, is fast approaching. With that in mind we are attempting to plan ahead for fall classes. We need to know how many parents would be interested in attending a "Focus On Parenting" program in late September.

Here are some of the topics:

1. Meeting your needs as a parent
2. Building feelings of self worth
3. How to listen to your child
4. Dealing with unacceptable behavior
5. Encouraging responsibility
6. Having fun as a family

Classes will be held once a week over a six week period, with some classes meeting in the afternoon and others in the evening, for two hours each. These sessions are free of charge and in some cases child care will be provided at a small cost.

In order that we can anticipate the number of parents who might be involved, please return this form with your child within the next week. It would be extremely helpful that you return this form whether you are interested in the above classes or not. Thanks for your help with our planning.

-OVER-

"FOCUS ON PARENTING"

Please check (✓) one of the following:

____I'm interested, please keep me informed

____I'm interested but don't believe I'll be able to attend

____I'm not interested

Please return your completed form with your child to Ms. Lillian Zubritsky at Jasper Place Social Services. Follow up on the results of this survey will be completed by David Erickson, graduate student at the University of Alberta as part of a larger study.

REMEMBER TO RETURN THIS FORM THIS WEEK !

Thank you.

APPENDIX X

Implications for Further Practice

The primary purpose of this study was to raise questions that would prove useful in further developing a theory of participation in adult education. In addition to questions which have arisen with regard to theory, a number of potential implications for practice have also been raised. These implications are presented in a tentative manner, coming as they do from a case study rather than from experimental research. It is expected that these implications might serve to stimulate the activities of the practitioner and thereby also contribute to further theoretical conceptualizations.

Implication 1. It was observed in the study that the construct of achievement motivation was useful in differentiating those who displayed interest in the FPP from those who did not. The no interest group in comparison to the other three groups did not perceive themselves as having needs in the parent education domain. It also appeared that those who identified the largest discrepancies between their present needs and desired needs were more likely to become participants.

Adult educators might thus choose subject areas in which there is considerable current dissonance, particularly amongst target groups identified as low achievers. In the field of parent education while general parenting courses may attract high achieving parents, lower achieving parents might be attracted toward topics around which there is considerable dissonance. These might be used to attract people to a learning experience which then could offer topics of less dissonance. Examples of topics with high dissonance might include effect of day-care on very young children, effects of divorce and remarriage on young children, factors associated with child abuse, drug and alcohol abuse among young

APPENDIX X

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teens. These topics could be used to discuss other issues related to child development.

Implication 2. Some participants had learning goals which were positive or growth enhancement related, while others were enrolled in learning to cope with a problem. The latter group were more likely to be among partial attenders.

It would seem useful to offer programs of at least two types. Those designed to generally enhance parenting knowledge and skills and those designed more with a coping orientation. The latter in terms of parenting courses might involve "dealing with your hyperactive child", "managing anger towards your child", "disciplining your child", "dealing with your diabetic child". General parenting programs such as the FPP appear to have most appeal for those individuals who want information and assistance on improving their functioning in a number of areas rather than on trying to cope with a specific problem.

Implication 3. From the study it would appear that homogeneous groups would be easier to recruit than groups of a heterogenous nature. Persistence may also be enhanced by an individual's participation in a homogeneous group. Homogeneity may refer to the nature of the participants, for example, all might be parents of adolescents, parents of preschool children, or parents of lower income families. Homogeneity might also be in terms of theme. Rather than only offering programs with several different themes, groups should be offered that deal with one primary concern, such as courses for parents of children with a mental handicap, or parent groups for stimulating childrens' language development or groups dealing with children's play.

The above also addresses the notion of using reference groups as a means of enhancing participation such as church groups, service clubs, and parent-school organizations where homogeneity on a number of dimensions already exists. To take this idea even further an adult educator might offer his services such as parent education to a host couple who would be asked to provide their home as the setting for a program. This couple would also be responsible for choosing four or five other couples that they would like included in that program in a type of "cottage" style education.

Implication 4. It also appears from the study that adult education would benefit from being presented in a variety of settings. If one uses the example of parent education this type of program could be made available in a diversity of settings such as community colleges, local schools, university extension departments, recreation departments and churches. From the present study it appeard that university educated subjects were more likely to attend a parent education program were it offered by a university than by a local recreation board. In the same manner, a high school graduate who might be intimidated by a university setting would be more comfortable taking the same program if it were offered in a neighborhood school.

Implication 5. In order to appeal to individuals with varying levels of self evaluation provision of programs with varying levels of threat would appear to facilitate wider participation. For some individuals a group discussion format is very uncomfortable, but they may be more strongly attracted by a film or video series in which they can maintain their anonymity. Self-instructional learning packages might also be useful for some who are uncomfortable learning in a group. Telephone services might also be avilable for parents requesting direction or support in a number of different child related areas.

Threat might also be controlled to a certain degree by the number of sessions. Programs of varying lengths could be offered such as two or three sessions rather than eight or nine. One session programs should also be encouraged. Programs might be offered in modules of four sessions with individuals being free to terminate at the completion of the module or continue on with another one.

Programs offered for academic credit would also appeal to those more achievement oriented.

Implication 6. Due to the apparent influence of spouse involvement, provide programs that focus on the involvement of one's significant others. In a parent education program this might involve husband and wife bringing their children to an early evening program. They might then observe their children interacting with other children and other adults. This would be in contrast to programs emphasizing didactic instruction and those only involving one or two members of a family, usually parents. Churches, schools or community agencies might sponsor a program in which parents being their children to a program, perhaps having a meal together, as well as other family centered activities directed by a facilitator.

Implication 7. This study provided support for life transitions as being motivators of participation. It appears useful to provide programs aimed at dealing with transitional stages such as marriage, divorce, parenting an adolescent, becoming a parent, and planning for retirement. In addition, advertising these programs in locations where people in change are most likely to be, such as in physician's and lawyer's offices, public health offices, churches, mental heald and school offices appears useful. For example, programs aimed at helping parents with their preschoolers might be advertised through physicians or local health units. In the same manner, individuals who have experienced a divorce might be made aware of programs in that area by a lawyer or divorce counsellor.

Implication 8. Due to the relationship between goals and participation, especially dropout, when meeting with a group of learners for the first time have them identify, to the extent they are able, their purpose in attending. Group learners with similar purposes together. For example, those whose goals are concrete in nature and centered on problems would be more likely to persist in a learning experience when placed with others of similar purpose. Provide opportunities for frequent feedback such that individual learners can indicate the degree to which their learning needs are being met. This is in keeping with the observation in this study that learners who are strictly problem oriented or whose main reason for attending is to cope with an immediate problem are more likely to drop out.

Implication 9. In the study it was noted that a wide variety of information sources were used. When advertising or otherwise attempting to inform people about a learning program, use as many different mediums as possible. In this study the ones most frequently cited were the daily newspaper, weekly community newspaper, community billboards, agency mail-outs, radio and word of mouth. Advertising might also be more efficiently used if directed at certain groups as opposed to the general population. For example, if one is offering a program for parents of low income, then word of mouth might be useful, especially if transmitted through friends or professionals that these individuals trust and have frequent contact with. For a middle class group, the daily newspaper appears reasonably effective.

Implication 10. For individuals with higher levels of education, such as at the college or university level, when preparing written announcements or programs include the name of the person in charge of the program, relevant credentials (personal/academic), program goals, outline of topics, availability of special services (child care, cost, tuition re-imbursement) and whom is most likely to benefit. Also include what the individual can expect to accomplish by attending.